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NINTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1862.

Published agreeably to a Resolve approved March 16, 1855.

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SUPERINTENDENT'S REPORT.

To the Honorable, the Governor and Council
of the State of Maine:

GENTLEMEN:—It is made a part of the Superintendent's duty, by law and previous usage, to report annually to your Honorable Board, the result of his official "inquiries and investigations, together with such facts, suggestions and recommendations as will best promote the improvement of Common Schools." The range of topics thus open to him is very broad; and not the least of his difficulties has been to select the subjects most important to be discussed. Endeavoring, from considerations of economy and propriety, to make his report as brief as is consistent with the important interests intrusted to his supervision, he has the honor to be,

Very respectfully,

Your obedient servant,

EDWARD P. WESTON.

GORHAM, December, 1862.

REPORT.

THE SCHOOLS AND THE REBELLION.

Every department of the public interests is related, more or less directly, to the great rebellion which is now shaking the nation and disturbing the world. Not even our educational affairs are exempt from its influence. The large expenses of the State and Nation, incurred on war account, were very properly urged by a Committee of the last Legislature, as a reason for economizing as much as possible, in printing the official reports. Various other projects were proposed, and some of them carried into effect, by which the appropriations for educational and other purposes should be reduced, in favor of the war. The rebellion being brought thus directly to the notice of this department, its connection with our school affairs, becomes quite naturally one topic of this Report.

In discussing the relations of the war to the educational affairs of the State, there are certain lower and more obvious aspects of the subject to which I ask attention, before passing to others, perhaps more important.

Disturbing Influence.

The question is frequently raised, whether the attendance of scholars has been diminished, or made less regular, by the operations or influences of the war. Judging from the returns of school officers and from personal observation, I may venture to answer that there has been, on the whole, but little direct disturbance from this source, among the common schools. From some localities interruptions from this cause have been reported. The winter schools, of course, have lost some young men, who, but for enlisting in their country's service, would have spent a few months longer, in the more peaceful scenes of "shooting ideas." But

we have reason for gratulation, that in our remoteness from the immediate scenes of conflict or the mustering of large forces, our primary schools have pursued the tenor of their way comparatively undisturbed. The interruptions in our Academies, Seminaries and Colleges, have been more serious. The ranks of all these higher institutions have been greatly thinned by the country's call upon her brave and patriotic young men. Their love of country and the right has subordinated for a time all other considerations. The watch-word of the patriot scholar, *pro patria mori*, has stirred them with a more thrilling inspiration than the charms of learning, or the scholar's fame. Indeed, it seems to me a happy illustration of the connection of popular intelligence and liberal learning with true patriotism, that our schools and colleges have furnished so many brave and devoted officers and soldiers for this crisis in our national affairs.

The Loss of Teachers.

If now we inquire for the effect of this war demand upon the the ranks of our teachers, we shall find a very large number of them thus withdrawn. Most of the young men in our higher Seminaries, are, in fact, teachers in the winter schools. But besides the diminution from this source, a great host of our established teachers, from more or less important situations in the public schools, have exchanged their more quiet labors for the scenes of war. Professors in our colleges, academic principals and public teachers of every grade, are reckoned by hundreds in the rank and file of the army, or as officers in command, are leading the stalwart sons of Maine to scenes of heroic strife. The skill acquired in the instruction and discipline of our school forces has prepared them in a measure, no doubt, for the intelligent and considerate control of men, in the different but hardly more important positions of authority which they occupy in the army.

The loss of so many experienced teachers must render it necessary of course to call new supplies into the service.

These will be in part, young men who have not taught before; some of them, it is feared, not fully qualified for the work. But fortunately we have a large number of well educated ladies who are better fitted to give the necessary instruction, even in our winter schools, than some of the young men who may offer themselves for that service. Let me urge upon school agents and committees

to act wisely in this matter, and not to employ young men of doubtful fitness, — merely because their names are of the masculine gender, — so long as ladies of experience and unquestioned ability may be obtained for even less wages than must be paid to their younger and less competent brothers. This effect of the war to accelerate the movement already inaugurated, by which female teachers of suitable qualifications are becoming more generally employed in the winter schools, need not be regretted. If a female teacher has succeeded well in instructing the summer school, it is vastly better that she continue in charge of the school during the winter, unless very peculiar circumstances determine otherwise. In the old times when a man's stronger arm was necessary to wield the ferule and the green-hide, and governing power was reckoned by the hundred weight, it would not have been safe perhaps to put a female teacher in charge of the winter school. But the conviction that higher elements than mere muscular force are essential to the best governing power, has done much to remove the apparent necessity of a *man* to govern the larger boys of the winter school. I do not disparage the claims and qualifications of our friends, the young school-masters; but I believe that the ladies have not had their equal rights and opportunities in this matter. Let the young men resolve not to be outdone by their female competitors, and the schools will reap the advantage of the generous rivalry.

Appropriations.

Another point of inquiry arising here, is the effect which the war has had, or may have, upon the appropriations made by towns or the State, for the support of our school system. I regret to notice that some of our towns have reduced their appropriations for school purposes to the lowest figure allowed by the statute,— sixty cents to each inhabitant. Some have raised even less than the law requires. But I am gratified that many towns have increased their appropriations, so that the aggregate loss is smaller than was expected. A table in the Appendix will exhibit the standing of each town in this respect. While the towns which have made no diminution in the amount raised, and especially those which have increased the appropriation, are entitled to much credit for their action in the matter, it is recommended that those towns which have raised less than the law requires, should be de-

prived of any portion of the State bounties, until they shall have made up the deficiency.

I am happy to report that a large majority of our towns have thus decided, at their annual meetings, against the penny-wise policy of cutting off the supplies of our school army, and compelling a backward movement in our educational affairs. The people themselves have thus protested against the insane panic which the course of some parties appears adapted to create. The people do not seem to have been actuated by the fear that town, State and nation are all coming to bankruptcy and ruin together. They seem resolved, at least, that if our good ship of State must go down, she shall go down with her colors,—intelligence and liberty,—still flying at mast head.

It is proper to suppose that any action of town or State, looking to the reduction of school appropriations, is prompted by the most honorable motives. There is a demand, most certainly, for strict economy in the conduct of public affairs, civil and military. Let it be practiced. Let all wasteful expenditures be arrested. Let our public officers be held to the most rigid accountability in pecuniary matters. Let all schemes of doubtful policy, all mere experimenting at the people's expense, be suspended ; at least, while the means of the State and nation are so heavily taxed for the suppression of the costly rebellion with which we are compelled to cope. But the people owe it to themselves, and the State owes it to the people, to refrain from any serious interruption of the great work of popular education, which we have in hand, not for this generation alone, but for all the future. The war through which we are passing is a struggle on our part to maintain the free institutions of our government against the vandal assaults which would overthrow them. For this we cheerfully bear the burdens which it imposes. To maintain these institutions in full force, and transmit them unimpaired to those who may follow us, is the grand purpose which gives dignity to our present struggle, and value to our success. To strike at our schools, then,—to cripple our educational system, the principal source of popular intelligence, and a chief safeguard of our civilization, is a blow against one of the very institutions which we are striving to defend. Such a course would be strangely inconsistent with the whole spirit and intent of the contest in which we are engaged. Now, if ever, we need the conserving influences of our schools, vigorously and wisely directed, to

counteract the unfavorable effects which we must expect to result from the war; and there is no safety in weakening, for a single year, these moral defenses of the people.

It is conceded, on all hands, that a portion of the debt, incurred in sustaining our national existence, must pass over to succeeding years, perhaps to another generation. Our sons will have no occasion to criminate us, should we transmit to them a portion of this expense; incurred, as it is, in settling for them and for all posterity the great question, whether free republican institutions have within them the elements of perpetuity. Will they not cheerfully bear the added cost,—almost infinitesmal in comparison,—of an educational system of which both they and we may be proud, and of which they will reap the chief advantage? It is therefore to be earnestly desired, that our citizens at home and our representatives at the capitol will wisely consider this whole matter, before they lay any rash hand of retrenchment upon our school operations. A proper regard for our reputation as a State should deter us from taking any backward step in this matter. While other States, so far as I have been able to learn their designs in this regard, are resolved to sustain their school interests with becoming vigor, as a chief concern of the State, in war as well as in peace,—some of them making even increased appropriations for this purpose,—we should not suffer Maine to take the lead in this downward and ruinous policy. Such an illustration of our boasted "*Dirigo*" would be humiliating to our pride. I should blush to have the report go forth among our sister States, that Maine had diverted her school funds to the support of the war; as I am now mortified that she stands almost alone in neglecting to make provision for the professional education of her teachers. We have now neither conventions, normal schools nor institutes, supported by the State. Such a condition of things must be ascribed to poverty, parsimony or indifference. And I am unwilling to advertise ourselves to the world as so poor, so parsimonious, or so dead to our true interests, that we cannot sustain with efficiency all those agencies so necessary to the life and intelligence of the people.

Maine has been progressing steadily in the few last years toward a most honorable and worthy position among the New England States. Our manufacturing and agricultural interests have been advanced. Our schools have taken a higher rank, and the whole spirit of society has become progressive. Thus Maine is regarded,

at length, not merely as a good State to be born in and to emigrate from, but as one in which men may make their abiding place, with the social privileges and material comforts of the most favored. Our resources are inexhaustible; our credit unimpaired; our industry and skill as a people unsurpassed. Are we willing with these means and abilities, to publish to our loyal peers in the North, or to the States in rebellion, that our resources are already overdrawn, and that our school interests cannot be sustained? Sure I am, that our intelligent citizens and legislators will not suffer these vital interests of education to be sacrificed to a false and blind economy, through any indifference on their part.

Lessons of the War.

There are certain lessons of the war which have a special force and significance in connection with the schools. And one of these is that lesson so often uttered, and so little realized, that general intelligence is one of the necessary conditions of popular self-government. Society inevitably breaks into castes, the one class domineering over the other, if you withhold the equalizing tendencies of general education. One class sinks as the other rises, and that which gains the ascendency claims the right, virtually if not in terms, to control the inferior. Those in power assume the whole direction of public and social affairs, and control them in their own exclusive interest. They encourage no aspiration,—nay, they even deny the right of the other class to occupy a place with them in the enjoyment of social privileges and political functions. A people, thus divided into superior and inferior castes, is morally incapable of sustaining a democratic form of government. The oligarch and the democrat cannot live together. It is this state of things, which, in South Carolina, has ever kept alive a practical hostility to free institutions. Indeed, she has never been a truly republican State. From before the Revolution until now, she has been, in her whole spirit, but a modified despotism. And whether you reckon her want of popular education as the cause or the effect, the two facts exist together; and so remaining, a republican government becomes an impossibility or a sham. There has never been in that State either a true democracy or a sympathy with the States where it exists. The same is true, to a greater or less extent, in other States, like situated. Such, indeed, is the undisguised admission of their representative men. They do not hes-

itate to avow their hatred of the doctrines of political equality. Free schools, a free press, free labor and free speech, are a stench in their lordly nostrils. They are aware that many a mud-sill of the North has found his way to a place in Congress through the door of the common-school house, by virtue of his own energy and intelligence. They scorn to reckon him their equal, and would fain throw down the ladder by which others might dare to climb to such audacious hights. I have no special quarrel with those who charge the present rebellion to slavery, as its leading proximate cause. But I would rather go back one step farther, and find the grand underlying cause in that state of popular ignorance among the southern masses, which allows the domination of the few and compels the submission of the many; whether black or white, bond-men or nominally free. And there is little hazard in the assertion that with the general diffusion of knowledge throughout the South, in such measure and kind as we are enjoying in New England,—imperfect and unsatisfactory as we acknowledge that to be,—this rebellion could not have existed. To an intelligent people, uninfluenced by ambitious political leaders, there could have appeared no sufficient grounds for this rash endeavor to sunder the Union. A people who had studied the history of their country, and had learned to appreciate the conflict of opinions and forces through which the fathers passed, would have reckoned the Union which they effected and the government which they established, as an enterprize too costly to warrant its causeless overthrow. Such an intelligence would have refused to be dragged into a measure which carried folly on its face and the blackness of wickedness in its heart. A people thus intelligent would have asserted their right to an equal control in the councils of State, with their self-assuming superiors. Instead of this, the ignorant masses of poor whites, and the scarcely less ignorant slave-owners of the plantations, have yielded but too readily to the persuasions of their shrewd and better educated, but unprincipled and domineering politicians, to join in this crusade against the Union and their own highest interests at the same time.

If the Southern States shall ever again become established as co-equal members of the Union which they are striving to dismember, I know no guaranty against the recurrence of the same traitorous outbreaks, but in planting the New England school house, with its lessons of liberty, equality and union, over all their territory; for

the benefit not of the wealthy few alone, but, as with us, for all classes of children endowed with the natural right and the natural capacity to be taught.

A Higher Patriotism Demanded.

But we should wrong the South and impose upon ourselves, to charge the whole resposibility of our national catastrophe to the cause to which we have just referred. If the want of intelligence among the Southern masses has contributed largely to this unfortunate war, so also has the want of high-toned patriotism at the North. Our intelligence, however widely diffused, has not begotten that love of country and that devotion to its institutions which are necessary to preserve them. The great fundamental principles of free government have not been sufficiently impressed upon the minds and hearts of the people. Our young men, in the latter years of our peace—our age of gold worship—seem to have come to the places and the duties of their fathers with a scarcely a trace of the old heroic blood in their veins. Mammon and the lust of office seem to have paralyzed every higher sentiment, and deadened every impulse of true ambition. The result has been a loss of interest in the nation's welfare and honorable career. Northern men with their superior intelligence and better notions of popular rights and free government, have been too ready, in their aspirations for place and power, to strike hands with the enemies of liberty and the traitors of their country. We have had many Northern men ready to sell their birth-right as freemen, for a very small mess of political pottage. The love of party and the love of gain have been too strong for principle; and the true interests of the country have been too often sacrificed to partizan success, or schemes of personal aggrandizement. From this condition of things, known to exist in circles of corrupt influence at the North, the rebellion, so long in embryo, drew its courage to be born. Because Northern merchants and speculating politicians were known to have other gods before their country, the cotton merchants and political demagogues of the South reckoned upon making easy terms with the North, either in the Union or out of it. Hence their surprise, when they found so much latent patriotism startled from its slumbers by the assault on Fort Sumter. Hence their rejoicing again at any fancied evidence that the North may yet yield to their insolent demands; which may God forbid. For this deadness of patriotism

and this dominion of gold at the North, our schools are in a measure responsible. We have a law upon our statute-book, similar to that of other States, requiring all teachers of whatever grade "to impress on the minds of the children and youth committed to their care and instruction, the principles of morality and justice, and a sacred regard for truth, *love of country, humanity, and a universal benevolence;* sobriety, industry and frugality; chastity, moderation and temperance; and all other virtues, which are the ornament of human society; and to lead those under their care, as their ages and capacities admit, unto a particular understanding of *the tendencies of such virtues to preserve and perfect a Republican Constitution, and secure the blessings of liberty.* Nothing, certainly, is more reasonable, than that every pupil in the public schools should be taught the nature and value of the institutions, which State or nation has provided for his education and defense, and the virtues which are necessary to their preservation. What lessons are more suitable for the young people of our republic to learn than those which unfold to them the principles upon which our government was founded, and the means by which it may be best preserved? And yet, how many of our teachers have ever complied with the letter or spirit of the statute, in this regard? How many of our citizens can recall even one lesson of patriotism taught them in the public schools? Alas! how few of us can remember the lesson or the time.

The story of our Revolution, even, has become almost a myth; remembered perhaps by our older citizens with something of realness, as coming from the lips of some old hero of '76, who "Shouldered his crutch and told how fields were won." Alas, that the children of to-day should have so many eloquent reminders of the terrible price which it is now costing us to preserve the Union which our grandsires purchased with the same great price,—their freely offered treasure and blood. Shall not, then, the teachers of Maine use the lessons forced upon us by this rebellion, for the better instruction of their pupils in the duties which they owe to their country. There is no space at my command, to enumerate in detail, the methods by which they may best inculcate these lessons of patriotism. But this I know; if their hearts are fired with a true devotion to their country, they will find the method and the hour. They will find, too, that the hearts of even their youngest pupils will easily catch the inspiration of their own. I have seen in the

past year, some very pleasing exhibitions of patriotic enthusiasm in the public schools. In one of our rural neighborhoods, I found a fine flag waving over the school house, giving me the best assurance that the country was not forgotten by the teacher and pupils within. On inquiry, I learned that the children had contributed their dimes and coppers to purchase the materials, and the teacher had aided the older girls in making it up; while the boys had procured and prepared the staff from which it floated. And I doubt not that every child in that school learned in the effort and interest of that flag-making and flag-raising, and the brief lecture upon the Stars and Stripes which followed the reading of such a text, at least a *minor* lesson of patriotism, which he will not soon forget. I cannot omit to commend here the patriotism of another teacher who procured a similar flag for her own school house. It had waved in its place but a single day, when some emissary of rebellion, whose eyes had been pained with the light of its goodly Stars, came under cover of the darkness and cut down the staff which bore it! It was raised again in the old spirit of '76, and again was torn down by traitorous hands—I am sorry to say with impunity. Brave deed of a midnight hero! May his life be made glorious by its memory!

I have found the teachers and pupils of some schools warmly interested in responding to the calls from battle-fields and hospitals for aid to the sick and wounded. Many a little school-girl has taken her first lesson in the love and service of her country, while sewing bandages or scraping lint for the wounded soldiers; dropping great tears perhaps, among the shreds, as she thought of brother or neighbor in the army, who might need for himself the very service she was rendering.

In other shools the pupils have been receiving lessons in geography, history and patriotism together; while they have traced the march of our armies, and marked with breathless interest every noble strike for God and their country, or grown pale with indignation at the intelligence of cowardly and traitorous defeat. The school rooms of our land, to-day, cannot be better employed than in learning all that is possible of the geography and history of this terrible conflict. Let the chronicles of the war, every day written, be stereotyped in their memories forever.

In many of our schools, primary and higher, I have been greeted with patriotic songs; such as, "My Country 'tis of Thee," "The

Star-spangled Banner," "The Red, White and Blue," the "Liberty or Death" of the old Marseillaise, and others of like spirit, poured from hearts and voices on fire with the noble sentiments which they expressed. The influence of these songs of liberty, as sung by our young patriots, in school or elsewhere, and made familiar to the ears and hearts of the people, is proverbially more powerful than laws and constitutions; than the clearest deductions, and cold utterances of political philosophy. Nor can even popular oratory, however impassioned, arouse the fires of patriotism in an assembly like "The Dear Old Flag" and "The Land of the Free." I would encourage singing in all our schools, not only for its general influences, but for its special power in this direction.

There is another incidental exercise for the school room closely allied to this. I refer to the reading, or if you please, to the studying of *the literature of liberty*; not of our own country alone, but of all liberty-loving nations. The oratory, the narrative, and the poetry, which have been begotten of the love of liberty, in all the history of her struggles against oppression, constitute a most interesting chapter of the world's literature. If our young people in the shools were taken no farther back than to the times which preceded the Revolution, to study the speeches which sprung from the heads and hearts of Fisher Ames and Patrick Henry and the Adamses, and the events which followed, it would be a most appropriate and valuable incidental training for the times. Let them add in the same kind, the addresses of Webster at the founding and completion of Bunker Hill Monument, and Everett's oration at the Anniversary of the Pilgrims' Landing. Let them also become familiar with the Songs of Liberty which our more recent poets, Bryant and Longfellow and Whittier, have uttered. They will thus cultivate within them a love for truth and beauty, liberty and patriotism together; the influence of which will be felt in their whole after life, as citizens of the Great Republic.

Other Lessons.

But there are other lessons, connected with this matter, more important than those of banner and song, the march of armies and the history of campaigns. In the pomp and circumstance of war, the shout of triumph and the shame of defeat, there may be mingled elements of quite another inspiration than that which true patriotism awakens. The desire to conquer those who may be for the time

arrayed against us, and the enthusiasm of brilliant success, do not necessarily involve a high type of devotion to one's country. Our children—aye, and the fathers as well,—should be reminded that not only great actions, but great principles also, were concerned in the foundation of our government, and that by the strength of both it must still endure. "The preservation and perfection of a republican constitution," the statute assures us, depend upon the practice of certain great virtues already enumerated. These are necessary to "make the blessings of liberty secure;" and it is enjoined of all teachers to "impress the importance and value of these principles upon the minds of the children and youth." Let not our teachers evade their responsibility in this regard.

The Lesson of Obedience.

Another of the grand virtues on which the stability of our government depends, and the need of which the present war is demonstrating, but which is not embraced in the statute catalogue to which I have referred, is obedience; a cheerful submission to rightful authority. It needs no argument to prove that this prime virtue of earlier times has fallen into great desuetude among our children, of lesser and of larger growth alike. It is one of the natural, if not necessary, tendencies of our form of government, against which we can guard only by especial care. Where every man is taught to believe himself a ruler, there is danger of his forgetting the important truth that the best ruler, in his proper relations as such, is he who best obeys in his relation as subordinate. Unhappily, a spirit of false independence, too often manifest among older persons, is caught by the children also; who come to imagine, by a sad mistake, that they too, like "all men," in the Declaration, "are born equal" to their elders. In the school, as a consequence, they understand that the teacher, to be sure, being employed for their especial benefit, is to serve their necessities and execute their bidding. If the teacher, in a moment of rashness, should assert his prerogative as master, and attempt to restrain or punish them, they claim the right to be "let alone," with all the coolness of a Southern traitor! And the worst feature in the whole case is, that parents too often sustain them in their claim; and the teacher is compelled to let them alone, to their own undoing and the confusion of their parents at the same time. After such a lesson from home, no wonder that this same young America

comes to reckon his parents no better entitled to respect and obedience than his teacher. He presently assumes that the "old folks" live with *him*; and thinks within himself that unless they are careful, he will by-and-by turn them out of doors! By parity of reasoning he maintains, when a little older, that the country has no claim upon his obedience or support, further than it may suit his sovereign pleasure to render it. Thus in time of peace he vilifies his government, and in war threatens to resist the draft or the tax to support it. He waxes fat under the protection of the government, only to kick against its authority. And the spirit is the same in essence, whether it shows itself in Carolina or in Maine; in the family, insubordiuation,—in the school, resistance,—in the State, rebellion.

One of my highest expectations in the grand issue and result of our present national struggle is, that a better notion of government at home, in school and community, is to replace the loose notions lately so prevalent. In receding from the old doctrine that kings rule by divine right, and that tyranny, therefore, should be endured as an ordinance of God, we have gone far towards the opposite extreme,—the human right to disobey all law, in family and State. It would seem that the "military necessity" of obedience to orders, would of itself do something to correct this unfortunate error. The results, too, of insubordination on the grand scale of confederated resistance to national authority, make it painfully clear that we must re-assert and enforce the ancient and better doctrine. And teachers can render no higher service to the State, than by training the present generation of children to be submissive, law-abiding, and loyal citizens.

Political Studies.

This war has forced upon the attention of the whole people, as nothing has done before, the great questions of political economy, international law, and the rights and usages of war. Thus the rebellion becomes a great national teacher, incidentally, of many things good and useful. But while the people are learning these lessons from Messages and Reports, Congressional documents and speeches, lyceum debates and newspaper discussions, the school also should have its voice and its lesson. In the higher public schools, especially if graded, as well as in colleges and academies, the general principles of our government should be regularly stud-

ied. The older lads in school need have no difficulty in studying the frame-work of our State and national systems. They should become familiar especially with the Constitution of their country; "*the Constitution as it is*;" with its wonderful provisions, with its masterly grasp of the great principles involved in free government, and the necessities of a people who have resolved to become perpetually "one, out of many." Let them learn from its preamble, and from its whole tenor and spirit, that it *makes* of us one people; giving to States before separate, a national unity and sovereignty which no *one* State and no confederation of States can lawfully resist. Let them learn that the pestiferous doctrine of "State Rights," as maintained by the abettors of secession, finds no shadow of support in that immortal document. True, the State has rights, which the general government is bound to respect, but not one that contravenes or nullifies the legitimate authority of the nation. Then let our young men who are coming soon to the active duties and responsibilities of citizenship, study this noble instrument; and be prepared to defend it "as it is," or to amend it, if need be, in the further interest of that "union," "justice," "domestic tranquillity," "the blessings of liberty," and the "general welfare" for which it was "ordained and established," and for which it has been more than once amended already.

So much, at least, our higher schools might contribute toward a better understanding of our fundamental law. But shall the schools teach politics? Not, of course, mere partizan politics, by which we have been already nearly ruined, but politics in the broader and higher sense, as the science of civil polity and the art of conducting the affairs of State. We have several works on the Government and Constitution, adapted to the wants of our older pupils at school. Such are Shurtleff's "Governmental Instructor," and Sheppard's "First Book of the Constitution."

Military Tactics.

The political instruction to which I have referred, I reckon far more important than military training or any special instruction in the science of war. I am aware that many persons are now advocating the introduction of military tactics into the common schools as a part of every boy's education. There need be no objection to the instruction of young men at the academy or college, in the science and art of war; partly as a matter of physical training, and

partly for the general information which every intelligent man desires in regard to military language and operations. And if these young men should be soon called into the service, they would doubtless find some real advantage in the knowledge of elementary tactics thus acquired. But I should deprecate the introduction of military instruction and the spirit of war into our common schools. I cannot believe that the best education of our children would be thus accomplished. I am not willing to believe that there is to be so large a demand for military training; that the military idea is to become thus predominant; that we are to become henceforth a nation devoted to war; that great armies and a large naval establishment, with a career of conquest upon land and sea, are to constitute our national enterprise and renown. This, I know, is the theory of some; and this is obviously the tendency of influences now at work. The honors and emoluments of military life, too often unearned and undeserved, will tempt young men into the service. The army will be kept up by these influences, and hostilities with foreign powers will thus be more easily provoked. The effect of this war will be, without doubt, to develop such military resources and such fighting ability, North and South, as the world has rarely witnessed. The tide of warlike forces thus evoked will not easily return into the narrower channels of peace. Military politicians will readily influence the hearts of the people with a longing to avenge the insults and injuries of foreign powers, real or supposed. To humble the pride of the old-world monarchies which have been grinning with ill-concealed satisfaction upon our unfortunate civil strife, in the hope of our downfall as a republic, will be made a plausible pretext for the equipment of new armies and the launching of more powerful fleets.

To arrest this tendency; to re-invoke the spirit of peace; to encourage the nation's return to peaceful pursuits, whenever the government shall be restored to its ancient foundations, should be the effort and the hope of every patriot. To this end the lessons of the school room should be directed, rather than to encourage and glorify the spirit and practice of war. Our children should be taught that war is at best a fearful necessity, to be accepted only as the last resort, when forced upon us in defense of the nation's integrity and honor. The influences of peace, then, and not the language and movements and spirit of war, should be dominant in the school room. The spirit of ambition, revenge and fraternal

hate, always mingled in larger or less degrees in the motives of war, should be condemned and cast out as unworthy; while the contrary sentiments, the "benevolence, humanity and justice" which the statute enjoins, should be inculcated as the virtues on which depend, alike, the elevation of our race and the perpetuity of our republican institutions.

Let our teachers, then, be mindful of their duty in this regard. If they cannot join their brothers in the army, they may serve their country with equal fidelity on those more quiet fields, where the forces of intellect, passion and purpose are training for the battles of life. As they discipline those forces with skill, or otherwise, will be the success or failure of our children, their triumph or defeat, in the lesser struggles and grand encounters of the future. We cannot too earnestly bespeak the co-operation of every good citizen with our faithful teachers, in their efforts to train and guide aright those who are committed to their care. Thus will the SCHOOL play a still more important part in the REPUBLIC; in peace, when the present storm shall have passed over; and in war again, whenever we shall be compelled to meet its unwelcome issues.

OUR GLORY AND OUR SHAME.

We often refer with pride to our system of Common Schools, as the glory of New England. The school house is open to every child of suitable age, and the property of every citizen is taxed to sustain the school; no matter whether that citizen has children to be benefited or not. The poor man with half a score of olive plants around his table, obtains for them an education mainly from the property of his wealthy neighbor, who has not, perhaps, a child in his family. The State assumes that every son and daughter of her citizens shall be educated at the public expense, for the public good. This is no matter of simple benevolence, indeed, toward the poor as such, but a measure of State policy in its own interest. It is no less, however, a wise and worthy measure; no less an evidence of enlightened progress in the management of public affairs; no less an element of our high rank in social economy; no less a part and parcel of our true glory as a people.

So much for our system—our theory. Is the operation of that system, the embodiment of that theory, in practice, equally glorious? There is much to gratify us, in the practical working of our school affairs. We have many fine school-rooms, many excellent teachers, many intelligent and interested parents, many efficient and well qualified school officers. Pass all these to the account of our system, upon the credit side, as so much to our glory. I might dwell upon these items, and magnify the account, and thus make, perhaps, a more gratifying picture for the reader. But I have an impression that this has been already done too often, and possibly to the deceiving of the people. I must therefore ask you to look for a few moments to the other side of the account, while I expose the failure, the ill working, the bad management of our school system; constituting together, a ground and occasion of shame rather than of glory. And lest you charge me with fault finding, or any unfairness in my representations, I shall draw largely for my materials in proof of every point, from the returns of school officers, or their formal reports, made to the several towns, and transmitted to my office.

The blanks issued last year for the school returns of town officers, contained this question: "What are the great hindrances in your town, to the progress and prosperity of your schools?" The answers are very numerous, and cover in the whole, a great variety of points. But a large majority of them name one, two or three, of a half dozen prominent evils, as their "great hindrances." The town reports take up more or less of these points, and dwell upon this or that, according to the local necessities of the towns which they specially concern. These shall be my authority, while I draw unwillingly, the picture of our shame.

Poor School Houses.

A very large number of the anwers referred to contain the item, *bad school rooms*, or *poor houses*, or *cold houses*. This point is so evidently well made, that it hardly needs confirming, to those who have occasion to travel along our public roads. I do not hesitate to say that as a general rule, it will hold good in a great majority of our towns, that the shool houses are the poorest buildings to be seen on the roads. In most of our older towns, of ordinary prosperity, the dwellings of the people are neat and comfortable; while the farmers' barns of the later style, are convenient and comfortable for their occupants. Sometimes they are even elegant structures, clapboarded and painted, surmounted with the most approved ventilators, and over all a gilded cock, or rampant horse, or flying fish, in the latest style of the art! Evidently the owner is a man of means and taste, and has a pride in the appearance of the building which shelters his cattle and horses, and *represents his farm*. Near by such an establishment, I have often seen a very different structure—small, low, unpainted, with half its shingles torn from its sides, and with every appearance of neglect in its shabby exterior and surroundings. This building is called *the school house*; and this represents the educational progress and interest of the people. It is no wrong to say of such a building, without stopping to look upon the inside, *this is your shame!*—Now step in at the door, and as the repulsive interior meets your eye,—the room room low and dark, crowded with awkward and inconvenient desks and benches, its windows, walls and floors all guiltless of water these many years; with no blackboards or other conveniences; defaced with indecent carvings and drawings, and forbidding in every aspect,—and you will say with me, this too is

our shame! But hear a few witnesses, of the many who might be called to testify on this point. The committee of Auburn say:

"We should not feel that we had done our duty if we closed this report without calling the attention of every parent to the present condition of many of our school houses. We have some good and excellent ones, but alas! by what name shall we call some of the miserable, unventilated boxes in a few districts, where for six hours each day the children sit gazing on shabby and dilapidated walls, which never knew such a thing as paint; carved and disfigured with indecent images. Several of them ought to be razed to the ground."

Per contra. The same committee say of another house:

"Miss R. had the good fortune to teach the first school in an elegant school house erected during the past summer. The standard of this school during past years has been low. Teacher and committee combined, had not power to counteract the pernicious influence exerted upon the school by a decayed and squalid building, with walls and benches completely covered with caricatures of every description. In the place of this building, so old it seemed only not to fall, we were gratified to find a building new, neat and convenient. Its renovating influence upon the character of the school was so sudden as to seem almost magical. The pupils took to their studies with new intelligence, and with cheerful and happy hearts."

The committee of Bethel affirm:

"A great reformation is needed in regard to the *school houses* in this town. Your committee would repeat, with emphasis, that the greater number of them are *utterly unfit* for the purposes for which they are used. Many of them are neither comfortable nor decent. It is feared that our citizens do not properly estimate the influence of the school room upon, and the appendages and surroundings of the school house, on the intellectual and moral development of their children. Indecent drawings and carvings cover the walls and desks of some school rooms, while disgusting odors from filthy and indecent appendages saturate the atmosphere in which the children are expected to breath and learn; and little is the wonder that their characters are demoralized. The school room should be commodious, well ventillated, decent, and tasteful. Wise economy would remove the dirty hovels now called school houses, and build such as are neat and commodious instead; which, instead of stimulating corrupt thoughts and feelings, would aid in the work of the moral and esthetic culture of the children. That people is wisest which seeks first, the best education of its children. That economy is best and wisest which builds and endows the best institutions for education, from the primary school to the college."

The supervisor of Limington remarks:

"Our places of instruction should be adapted to the actual wants of the pupils The seats should conform to their hight. Our rooms should be properly ventilated. Too much importance cannot be attached to this subject, from its intimate connection with the health of our children. While many of our enterprising farmers have applied the practice of ventilation to their barns for the preservation of the health of their animals, it is a sad commentary that we immure our children in far more dangerous apartments, exposing them to absorb the impurities thrown from the bodies of perhaps fifty or sixty children of different degrees of healthiness."

We regret to report such testimony as this from the town of Gorham:

"While every one who possesses the means to improve the condition of his farm and other buildings, has done so to the extent of his ability, the school house has receivod but little attention. We hope that the inhabitants of Gorham will soon wake up to a just appreciation of the wants of their children in this respect, and that the time is not far from this, when instead of the school houses that are now almost a disgrace to a people possessing the wealth and good sense of the citizens of Gorham, we shall have buildings for educational purposes constructed upon the liberal plan of modern times. Most gladly will we report any improvement in this direction."

The same committee elsewhere report:

"We will here call the attention of the parents of this district to the wretched state of the room into which the scholars of this school, the primary, are jammed.

These seem to be strong terms to use in connection with a district receiving one-fourth of the school fund of our town; but when we see sixty children packed into a room less than twenty feet square, and when we consider that these children should be physically as well as mentally cared for, we cannot but think this district is criminally negligent in not providing rooms for their proper education. It is to be hoped that something will be done to make the pupils in this school comfortable, and thus promote the teacher's usefulness."

The report from Andover contains the following:

"We have but two really good school houses in town. The school house in the second district is an ornament to the place, and a credit to the people. We ardently hope that some of the other districts will emulate the noble example set them by the second, for their own sake; for their childrens' sake; for their teachers' sake, and for the sake of the credit of the town. Children, like grown people, appreciate the difference between a good, new, convenient, and well built house, and a shingleless, glassless, shapeless cabin, hardly fit for the shelter of the mere animal. And children judge from the condition and looks of a poor school house, that their parents do not care much about learning, and consequently that it is of not much importance whether they learn oa not. Parents should look well to this matter."

And Norridgewock sends this:

"There are several of these which need some retouching. Plaster and paint and paper are cheap, and make a building wonderfully pleasant to the inmates. That in No. 19 has attained the bad eminence of being in the most desperate condition, and there are at least four others striving to keep step with it."

A lively picture of school room affairs among the Corinthians is this:

"In some cases, Agents have been negligent in their care of the school house. Broken panes of glass; a stove funnel which tumbles down every week, throwing the school into disorder; a broken stove-cover, which must be removed with great confusion whenever fuel is added to the fire; fragments of plastering falling from the

ceiling upon some luckness urchin's head, exciting a laugh over the whole school room—all of which have been observed by your committee during the year—need only to be mentioned to be corrected."

And this is the way they freeze in Newcastle:

"In several districts there must have been sustained a heavy loss of time on account of cold rooms. I am very sure that on cold days a large portion of the forenoons must have been expended in trying to get warm. Such a loss no district can well afford to bear, especially when it is coupled with the absolute risk of the health of the pupils from such needless exposure."

A more serious aspect of the case is presented by the Biddeford committee:

"During the winter term there have been many cases of sickness among the scholars, and five deaths have occurred, the principal teacher being for a time dangerously sick. The prevalent disease has been diptheria, or some affection of the the throat, the result or concomitant of colds. The ventilation of this school room is bad and suggests the query, whether it may not have had something to do with the unusual amount of sickness that has existed among its scholars."

Danville adds:

"Every district should be provided with a pleasant school room, neatly furnished with chairs, tables, black-boards, maps, a good globe, an unabridged dictionary, and other furniture necessary for the wants of the pupils. It is of great importance to see that our school rooms are tasteful, and our schools pleasant. In them, our little ones spend a fraction of their waking hours, and receive those lasting impressions which give tone to their dispositions, and complexion to their charaters through life. In them the earliest habits of mental discipline are acquired, tastes formed, and the basis of the future mental and moral character laid."

Waterboro awakens to a sense of duty:

"The progress of the school was quite cheering; yet no teacher, however zealous, nor scholars however punctual and studious, can expect to meet with that degree of success, which would attend their labors in a commodious and properly constructed house. Will not the district awaken to their own interest, arouse from their stupor, and with united efforts see that their children have a suitable and convenient school house? Without any attemp at exaggeration, we think that we are safe in saying that the inhabitants of the district are losing fifty per cent. of their money by continuing their schools in such houses. There is a lack of interest on the part of the scholars and always will be, so long as their accommodations remain as they are."

In Detroit, they suffer in one district,

"From having a little *pepper box* of a school house, and in it a huge cylinder stove, more suitable for warming an *acre of meadow*. Long experience with smutty wristbands and bosoms, alternate scorchings and freezings, coughs and colds, headache, listless scholars and weary, dispirited teachers, have demonstrated to your committee that cylinder stoves are entirely unfitted for the purpose of warming a school room."

In another district, in the same town,

"In repairing the house they forgot to build an entry. The result is, the room is full of dust in summer, and the floor covered with snow in winter, with great danger of an inundation from a sudden freshet. They use the e ves of the house, too, for a wood-shed, which does not conduce materially to the dryness of the fuel."

The committee of Cornville say of some of their houses :

"These are altogether unfit to be used as school houses, and not worthy the name. Time and the jack-knife have made sad ravages upon them, and what they have not done, some element in nature might be employed to do with profit. The comfort, health and convenience of the scholars who congregate in those districts, demand better ones, and it is hoped for the sake of these, and the honor of the town, that more suitable structures will soon adorn the sites of those now standing."

From Detroit, this complaint is made :

"There is a great lack of Blackboards in many schools. There should be room enough for every scholar in the largest class, to work at the same time : and the trifling sum which it would cost would be more than repaid every term. Every house should be furnished with a broom, too, and it should be used. It is impossible to keep order in a filthy school room."

The Supervisor of Raymond, well says :

"I cannot forbear to call the attention of the Agents to the condition of their houses in regard to ventilation. Many of the houses have no means of ventilation except through an open door or window. If no other means can be adopted the agents can, with trifling expense arrange the windows so as to drop down the upper sash, which cannot be done now, in some of the houses.

The physical condition of your children demands your attention, as well as their intellectual ; many of them are now compelled to spend six hours a day in rooms utterly unfit for human habitation. I have entered some school rooms this winter, in which the air was so foul and stifled as to be utterly unfit to breathe; a sense of stupidity or drowsiness takes possession of any person compelled to breathe it ; the result is colds, coughs and sickness. This is a matter that demands the serious attention of parents as well as teachers; look well to the physical condition of your children; for a strong, sound, active mind cannot exist in a diseased body. Make your children strong and healthy first; the intellectual part will then be easy. A child's education does not consist merely in "book learning." He should be morally and physically educated as well as intellectually."

Our friends in Acton have one of the same sort left :

"There is great need of a new school house in this district. The house is old and small, with uncomfortable and ill arranged seats, and ventilated on all sides by cracks. With the large number of scholars crowded into this uncomfortable room, it is almost impossible to have a good school. We are surprised that the people of this district should so long have occupied this old house, sacrificing year after year, the health of their children and the value of their schools. We most earnestly commend to them the importance of the absolute necessity of immediately building a new house, We never expect to see a good school here until this is done."

The school houses are getting no better in Sedgwick:

"We have so often urged upon your consideration the miserably dilapidated state of most of our school houses, that we hardly think it best to more than revert to it in this report, by expressing our regret that there has been no improvement in this respect."

An alarm in Pembroke:

"No teacher can have a very good school with such meagre accommodations for the children. A school room is much needed for this department. Some of the children will die of spinal disease if a suitable room, and seats, and desks are not provided."

Another officer remarks:

"In the school room is laid the foundation of many a disease, and of premature death. All the necessary facilities in the school room should be furnished by the district, but a great responsibility rests with the teacher. Foul and heated atmosphere and the chilling air from the open windows, are alike injurious, and should be avoided. The position of the scholars while pursuing their daily exercises should be regarded by the teacher."

The supervisor of Alton testifies to somebody's shame:

"The teacher had but very little control over the scholars, and there were indications of *idleness* and *folly* about the school room which I did not expect to see. The house had been badly injured by the use of pocket knives, and *vulgar* and *obscene* markings were found around the room which put modesty to the blush."

An earthquake suggested:

"Something should be done to the school house in this district. I should almost think there had been an earthquake here, which had raised one end of the floor nearly to the roof. I do not understand why such a floor was ever put into a school room. With a little expense, this might be made into a good school house, and last many years."

We cannot close the extracts upon this topic more appropriately, than with this word of tender farewell to one of those ancient structures, from our friend Remich, of Kennebunk:

"*That* old school house, the cause of so many cold feet, aching backs and shivering frames, has passed away! It is beyond the reach of maledictions of suffering pupils, the denunciations of annoyed teachers and the hot-shot of Superintending committees. Of the good accomplished within its walls, in its palmy days, let us not he unmindful; and now, when it was shattered and torn, and no longer worthy the name it bore, let us rejoice that it has found a new location and a new office, so that it can be quiet and useful, and no more, forever, subjected to the "jibes and jeers" of the passers by. In its place stands a very neat, well built and convenient structure. We congratulate the district, and the children therein especially. It is good work, somewhat tardily performed, it is true, but well done at last."

This testimony mght be multiplied indefinitely. It ought certainly, to convince every reader, that the evil is very widely extended, and calls imperiously for reform. A good school house, properly constructed aud well arranged in all its parts, lies at the foundation of a good school. It is now made an item of the school law, that "a plan for the erection or re-construction of a school house, voted by the district, shall first be approved by the Superintending school committee." I think it should be added, "and by a board of three well educated physicians." I find that with all the improvements in the structure of school houses recently built, many of them are without the best arrangements for preserving the health of their occupants. I refer especially to the means of warming and ventilation. Much has been written and said upon this subject; many plans have been published and circulated among the people, but the evil still continues in almost all our country districts. My experience on this point would be ludicrous to report, were it not often so serious and sorrowful. Entering a school room, near the middle of a winter's afternoon, suppose,—I find some forty or fifty once restless juveniles, quieted down into a state of somnolence, very easily explained. The grime of ages is settled upon the whole face of things. The light, struggling in through the small panes of seven by nine, variously stained by the "old master," Time, is sufficiently "dim," if not "religious," and invites kindly to repose. The atmosphere through which it falls, is loaded with the vilest exhalations; from unwashed bodies,—from tobacco-poisoned mouths,—from boots too carelessly transferred from the farmer's "tie up" to the scorching stove; the whole constituting a quintessence of odors, not to be mistaken for any combination of Lubin's extracts, or the balm of a thousand flowers! If I suggest to the teacher that the air is bad, he really has not noticed it! By opening doors and windows, however, he suddenly lets in a flood of cold air upon the sweltering children, and rushes from one danger into another quite as great. He has no system of regular ventilation, and no means to accomplish it. Thus day after day, in hundreds of school rooms, our children are living and dying at the same time, for want of proper ventilation. And this is by no means the only difficulty. Seats and desks are ill-contrived, ministering but poorly to the convenience or the health of the pupils. They are too high, or too low, or too far apart. The occupants are cramped into spaces too small for them, or on the other hand, the little urchins are placed

on seats, from which they are compelled to swing their weary legs for hours together, in the vain endeavor to reach the floor with their toes. It seldom occurs to the teacher to give them the temporary relief which might be allowed even in the poorest houses; and the little sufferers are left week after week to intensify their disgust of the school room, and all that pertains to it. I have come to believe from much observation, that there is no single cause of physical degeneracy among our people, more potent than the little dirty, overheated, foul-aired New England school houses, in which successive generations of children are compelled to den and breathe, during so many weeks in the year. Better go back to the huge fire-places of a half century since, and roast and freeze by turns, than to be slow-poisoned in the vile boxes which I have described. Better that our children grow up with less knowledge than to obtain it at such a cost of health impaired, and constitutions ruined.

I have said nothing of the educating influences of a fine school room. I might refer you to its effect upon the disposition and taste, the habits and character of the young. I might demonstrate the impossibility of making rapid and pleasant progress in study, in a house poorly constructed and furnished. But if the health and comfort of the children whom God has given as, will not plead trumpet-tongued, against the parsimony and cruelty which denies them a decent school room, these other considerations can be expected to avail but little. To all those nigardly citizens who combine to retain these old relics of poverty and the past, we may say with emphasis, *This is your shame!*

Apathy and Interference of Parents.

Another of the great hindrances to the prosperity of our schools, according to the testimony of school officers, is the want of interest on the part of parents. I find this fact expressed in a variety of ways. In some reports, it is "*Apathy* of parents;" in others "Not feeling the value of education;" but the more frequent expression is, "A want of interest on the part of parents" in the welfare of the school. And this no doubt is a true bill. It is no slander to say of the vast majority of fathers and mothers in our school districts, that they are so engrossed in the cares and business of life, in making money, in providing for the physical wants of their families, or in hoarding up treasures for some indefinite

purpose of the future, that they almost literally forget that their children have intellects to be cultivated, or manners to be formed, or morals to be guarded. This indifference appears in the failure of parents to inquire of their children how they are progressing in their school duties; how they employ their time, and how perfectly they obey all the requirements of the school. It appears in their never visiting the school room, to witness the recitations of their children; in their total neglect of the teacher, never cultivating his acquaintance, and never inviting him to the hospitalities of their homes; in a word, in their entire ignorance of all school operations. And this again is *our shame!*

But a greater shame it is, when this indifference, which is a negative matter, is replaced by interfering and faultfinding; or by positive endeavors to thwart the plans and methods of the teacher, either to gratify some unworthy feeling, or to accomplish some ignoble purpose. We have all seen too many instances of this kind, to doubt the reasonableness of the complaints which come from so many of our towns. The ill influence of parents, in these positive or negative ways, is felt more or less seriously in every district in the state. Look at the testimony of school committees, and note their earnest appeals to parents, against this ruinous policy. The first voice which follows, is from the Auburn committee:—

"Miss —— is a faithful, energetic and well qualified teacher. At the close of the summer term no school in town passed a more satisfactory examination. The fall term was not so prosperous, though it was no fault of the teacher. It is not to be expected that children, hearing the discipline and management of the school spoken of with disapprobation and dislike at home, can be very essentially benefited by attending the school. We have reason to believe that some in this district have thrown this obstacle in the way of their children's advancement. Let such parents look well to its consequences."

This second voice is from Gorham:

"Your committee cannot close this report without calling upon you, parents, for your co-operation in the great work of educating your children. God has given you no greater earthly treasures, and none for whose interest you should feel more solicitous. Soon they must fill your places in society, and with sterner duties awaiting them than you have met. Times are changing. Governments are undergoing mighty revolutions. Let us never forget that an enlightened and educated people are always loyal, while ignorance tends to anarchy. Our common schools give to them that education. Let us cherish them as one of the great pillars of *freedom*."

The Bath report says:

": And this idea, parents, it is your first and last duty to inculcate and enforce.

You are to make your children feel that wealth, position, honor, happiness, everything intellectual that is worth having, is dependent upon education; and that education itself is dependent upon them, and can only be secured by study—patient, earnest, constant study.

And how can you succeed in doing this? First, fully possess the idea yourselves. Dismiss as false and mischievous, the popular error that the children are overtasked in the common schools. Embrace and act upon the truth, that for every child injured by excess of application, hundreds are ruined for the want of it.

And then be in earnest in the matter. Feel as you would have your children think you feel. Talk little; act much. Be patient. Be self-sacrificing. Know where your children are, and what they do. Ever be to them warm and affectionate friends and companions; but at the same time, let your authority bound your passions as flinty cliffs bound the surges of the ocean billows. Be careful that they do not possess a few paltry dollars at the expense of a life of ignorance. Rather let their stay with schools, and teachers, and books, be continued as long a time as possible. Always let pecuniary yield to intellectual interests.

Thus act, and the sweetest of earthly blessings, the heart-felt thank-offerings of your grateful children shall cheer you along your pilgrimage to the tomb."

And this comes from Saco:

"While it is possible for the teacher to do much in imparting new energy to a waning interest in the pupilage of a school, and even to counteract the adverse influences from without, yet to *demand* such service would be neither wise nor just. Home influence must combine with the teacher's exertions, if this defect is to be remedied; and no expectation is more reasonable than that those whose interests are so largely involved, should exert themselves in this direction.

The committee of Buckfield well say:

"It is a serious thought that a tremendous power for good or evil, resident entirely with the fathers and mothers of the rising generation, is to be exerted on our schools; and yet many of them hardly realize any responsibility beyond the fact that their children are supplied with books, and sent away from home at nine o'clock. They leave the training of the mind and the heart, the cultivation of good manners, in fact, all the preparation for the work of life in the hands of the teacher, who, after his most earnest efforts, is made to feel, too often, the fatal effects of this neglect at home."

The Lewiston supervisor, speaking of the *talking* interest, says:

"But here it too often ends; the interest in the dear youth is "voice and nothing more;" or if it is ever followed by acts, it is only when a favorite teacher, or favorite agent or supervisor happens to be in office. There should be in place of such interest as this a *working* interest, active at all times in efforts to make our common schools more worthy of the vast responsibilities entrusted to them."

The Alfred committe thus remark:

"We now come to speak of a difficulty which curbs the ambition and interest of the children. It is one referred to, doubtless, in former reports, but not yet remedied. Parents do not sufficiently co-operate with the teachers of their children.

But few parents ever visit the school room. They will watch with unceasing care any business however trifling; but in the places where their children are fitting to meet the stern responsibilities of life, and smooth down its rugged pathway—*in these places they are strangers.* Then again, parents are too apt to magnify the failings of teachers, real or imaginary, in the presence of their children, and in this way do them an irreparable injury, often exciting in them a spirit of insubordination."

Note this precious testimony from Paris:

"This ranks among our best schools. I was much pleased with the examination during my last visit, especially in reading, which was a complete success. I have gained an evidence that the parents in this district are determined that their children shall have an education. Snows, blows, and drifts as high as small mountains, have no terror for parents or children."

In the Pittsfield Report, note the following:

"Few young persons are sufficiently interested in learning, to advance far in their studies, unless they are stimulated and encouraged by others. If parents manifest no interest in the education of their children, they will generally learn but little. They consider it a task imposed on them which is of no importance, and which it is their object to escape. If you would have your children interested in learning, show them that you are interested for them. Visit the school room now and then, and see for yourselves the manner in which they are instructed. When they return from school inquire what progress they are making."

The committee of Cornville, hold the following language:

"We need more interest among parents and citizens in general. All, probably, *desire* good schools, but *do* all make a proper and rational effort to secure them? There is too much indifference and apathy in regard to the subject. Other subjects seem to engross almost the whole attention. Other places seem to have more attractions than the school room. There is a lack of interest in this matter."

The committee of Mason say:

"The hardest thing we have to contend with in our schools is want of interest on the part of parents, few of whom ever visit the schools, summer or winter, and do nothing to encourage the teacher, but seem to think it a virtue to find fault."

The supervisor of St. George writes:

"The greatest hindrance in our town to the progress and prosperity of our schools is the lukewarmness and apathy of parents. It would be almost as great a surprise to see a performance of legerdemain in one of our pulpits, as to see one of the parents in this town visiting the school where their children are attending."

The committee of Weld say:

"Another great hindrance to the prosperity of our schools is, that the popular sentiment is such that the teacher does not feel that he has a suitable guaranty to enforce and sustain proper discipline."

Parents are not willing that their boys should obey orders or suffer the penalty of disobedience.

The supervisor of Poland remarks :

"The government and success of our schools depends very much on the parents. Teachers very frequently err in regard to the discipline of our schools; but do not the parents commit greater errors when they talk of the imperfections of the teacher before their children, and even go so far as to tell them what to do in cases of correction? Would it not be the better way to impress upon them the idea that as a people we are governed by rules and regulations, and that the rules and regulations of the teachers of our schools are as necessary, and must be respected and obeyed? The character, happiness and prosperity of our children through life, depend very much on the instruction and influence they receive at home."

Will parents heed a voice from Raymond?

"Parents, you are responsible for the training of these little minds; the habits and principles they form in early life, will, in all probability, mark their future action. Remember they are to take your places in society, in business, and in the church. The best legacy you can bequeath to them is a good business education—better by far than silver or gold, houses or lands."

Party politics make mischief in some towns :

"We hope, for the sake of the next teacher, that some of the parents will be a little more patriotic than they were during the last summer, and above all places keep politics out of our schools, and let the higher and nobler purposes of our common schools, the intellectual and moral culture of the children, be the thought that shall sway the minds of parents, teachers and scholars.

"No. 3. The summer schools made good progress. Teacher and pupils were enlisted in their studies, although most of the scholars attending the summer school were small. The order was good. In fact, I think that the parents in this District control their children at home, as there seems to be but little disposition among the children to be disorderly in school."

A bachelor lectures parents in Carmel :

"There is one other point which I approach with some hesitation; for it is of a delicate nature, and in alluding to it I may seem to transcend my province. Nor am I forgetful of the old adage about bachelors' children. Still I feel as though I could not close this report without alluding to the fact that the want of proper parental government of children at home is one of the great difficulties which the teacher has to encounter. Where children are properly governed at home, there is rarely any difficulty with them in school.

"The jealousies that exist in this District are of no advantage to the school. Cannot the people there learn to bear and forbear?"

The supervisor of Sedgwick remarks :

"Let the child go to school feeling that he will be required at home to obey the rules and requirements of the school-room, and can expect no sympathy in any other course; and it will go very far to secure good discipline in the school, and render it more efficient by lightening the cares of the teacher and leaving him at liberty to direct all his energies to its advancement."

A voice from Garland speaks the truth :

"First, let all parents look well to the discipline of their own children at home If the family discipline is not good, how can it be reasonably expected that a teacher can take the children from fifteen or twenty families, learn their dispositions, and govern them satisfactorily?"

The supervisor of Otisfield is right in saying :

"Among these duties is that of having their children punctual and constant in their attendance. It is folly to expect a scholar to make much proficiency in his studies who is not in school half of his time. Again, the parents should never speak disrespectfully of the teacher in presence of their children, or interfere in any way with the government of the school."

The influence of parents is forcibly presented in the following remarks of the Phipsburg supervisor :

"May I make one other suggestion, and that is, that parents themselves are doing more to educate their children for honor or dishonor, virtue or vice, weal or woe, than all other beings in the world. While, then, they value schools, and give their children all possible means of a good education in mental culture and literary attainment, let them remember that in their habitual aspect of countenance, in the words they utter, in the dispositions they evince, in the maxims by which they are governed, in the examples they set, and in all their daily walk and conversation, they are educating their children, forming their habits, moulding their characters, and deciding their destiny, as no other beings in the world can do.

"Might it be true of all the parents in this town, as was so beautifully said by Goldsmith, of his country clergyman,—

> "'And as a bird each fond endearment tries,
> To tempt its new fledged offspring to the skies,
> He tried each art, reproved each dull delay,
> Allured to brighter worlds, and led the way.'"

The following is from Pittston :

"Mr. Clay entered upon his task with the full determination to have order and regular attendance. He succeeded in maintaining very respectable order, though by frequently resorting to the exercise of muscle, and the application of the green-hide; but meeting with the prince of difficulties, *parental intervention*, he failed in part to secure the desired regular attendance. This truly is lamentable! To have parents interfere when a teacher in trying to have his scholars in the school-room instead of loafing about the streets, is a thing hardly to be credited in this enlightened age. Yet it is too true; and had I been informed of this as was desired, these scholars would have had all their time to lounge about in the stores."

From Brewer hear this :

"One of the greatest hindrances to the improvement of the schools with which your committee have met, is the lack of interest and active cooperation on the part of parents. In a few districts, we are happy to say, this hindrance does not exist; and the beneficial effect of the parents' active interest was plainly seen, in the regularity of attendance, and the general improvement and efficiency of the schools; but

in others, their usefulnes was greatly impaired from this cause alone. The future progress of the schools lies mainly in the hands of the parents; and we cannot too earnestly recommend to them, not only to take a deep interest in their schools, but to manifest that interest by repeated visits."

The Supervisor of Harpswell says:

"This was a term of great benefit to those who attended the whole of it. The school was orderly and quiet, at my last visit. The teachers's method of discipline was very strict, on account of which, some of the parents removed their children from the school. Such a course could not be justifiable, without first visiting the school, and there ascertaining the true state of affairs, instead of relying upon the testimony of children, which is in many cases much exaggerated, if not wholly untrue; and if abusive means had been used, the teacher and not the scholars should have been removed from the school."

The Bath Report affirms that:

"The child, at school, as well as at home, must be under the control of somebody. Now, granting that the parent has the right to interfere, even in the smallest degree, in the government of his child in the school, and what follows? Why, the school has a hundred masters instead of one, and each with his distinct, and quite likely different notions of government and discipline. Now if you require the teacher to heed all these, you require what is boyond the power of human ability to perform. And if not, then come from parent and teacher, conflicting requirements of the same scholar. Then, when the parent orders one thing, and the teacher another, the very important inquiry arises, whom shall the pupil obey? And it is just as true of schools as of national government, that its authority must be upheld at all hazards. This failing, its usefulness fails; and soon its very existence ceases.

No—school government must, so far as the scholars are concerned, be vested in one head. The success of teachers, the good of schools, the safety of pupils, and the peace of parents, all require it alike.

I repeat, then, that it is the parent's first duty, when he sends his child to the public school, to surrender with the child, freely and entirely, his control over him."

Another says:

"Some of the parents of this district manifest a deep interest in the cause of education, but others are disposed to dictate in the management of the school, not realizing that the teachers are the best judges of the advancement of the pupils, and in what particular class each shall be placed in order that the most real benefit may be derived."

Another voice is thus uttered:

"How far parents have been wanting in fulfilling their duty in respect to the school and the conduct of scholars whom they send there, I am unable to say, but one thing I can say, that without their honest and hearty co-operation with the teacher in securing good government and efficient discipline in the school, the High School, now sustained by so large a share of our school money, will be comparatively of little profit, for whether the present teacher remains or a new one takes his place, unless the spirit of insubordination now existing is thoroughly suppressed, it will grow in strength and produce at length most disastrous results."

Of a school in Pittston the Supervisor says:

"There was an uneasiness among the scholars, and a laxity about the government that was not very promising. The classification was also bad—some classes existing in the same book with but two or three pages separating their lessons. I gave attention to this point and also to the order of the school. After a few weeks the word came to me that the school was not prospering; I visited it and found the report true. Some two or three boys were evidently trying to break it up. The teacher was laboring hard to maintain order, but she thought these *boys* too large for her to deal with. I saw but two ways to proceed; either to close the school and thereby encourage and virtually sustain *these malcontents*, or to assist the teacher in enforcing her rules and obliging them to comply or leave. The latter method I adopted; and, calling upon the school a few days afterward, I found the order much improved, and the scholars quite attentive to their studies. As to book improvement, however, this school was not very profitable; but the injurious effect produced by closing a school on account of insubordination, was to be considered.

Had the parents requested the school to be stopped, instead of trying to break it up by upholding their children in disobedience, as I believed some did, I should have acted very differently."

In Winslow, according to the Supervisor,

"This thing has been carried so far that parents told their children not to obey the rules of school, and one man told his boy, if the teacher attempted to compel him to mind, to resist. I was called upon, in the above named district, to state what I considered a reasonable punishment for a disobedient scholar, and as I have been misrepresented upon this point, I will take this opportunity to state my views upon the subject. This appears to me to be a most extraordinary question. Who ever heard a man ask a physician what he considered a reasonable dose for a patient, without first stating how sick he was? If you will limit the bounds of obstinacy, then I will limit punishment, and not before. Yet I will state, if a scholar says "I will not obey the rules of school," he should be punished until he yields and says "I will." I do not believe in whipping for every little offense; and in fact the rod never should be resorted to until all other means fail; but when a scholar disobeys the rules of school and persists in it, then give him the birch, and that faithfully. A teacher should be mild, yet firm; kind and respectful to every scholar; should have good and wholesome rules and then see that they are respected."

In Holden the Committee

"Are often reminded of the fact that *limited* advantages *well improved* are superior to the *highest*, *misimproved*. And the remark may not be destitute of truth that the hearty cooperation, and deep interest of parents in the education of their children, are more valuable to that end, than large appropriations of money, without them. The *home* influence is the mightiest of all influences in the matter of education."

The following instances of petty folly are reported from other towns:

"After the school had been in session a few weeks, the parents in the district became dissatisfied and instead of entering a complaint, and having an examination,

they preferred to take their children out of school, and the school became reduced to *one* pupil."

Another school

"Was commenced with a full determination on the part of the teacher to do her duty, but as the agent engaged the teacher, instead of the parents, many of them having another in view, the teacher, as in all such cases, had to labor under the difficulty of exacted perfection, and without that sympathy which every teacher should receive from parents and guardians. The scholars early began to make complaints, and parents, without an investigation, took their children from school."

After words of commendation to parents and agents, for their cooperation, the Machias Committee add :

"Although we have made some progress, we are far from being satisfied to stop here; more remains to be done, other points of progress to be reached, and with a little attention and little exertion we may reach them.

We again renew our request that parents would take a more active interest in the instruction and discipline of their children as well in school, as out of it. Aid in this direction would be of more service than sums of money contributed. We are too careless about what we deem minor duties; duties that can be attended to any day, but get attended to, no day. We give our attention to our different occupations in every department; we pursue them with intense interest; but the education and discipline of our children, we treat with indifference.

If parents would give their attention to the schools, and keep themselves daily posted up as to what is going on there; truancy, idleness, and disobedience would be very much diminished. The truant's only hope of escape is through the inattention of the parent, A scholar would obey the parent and teacher both, when acting together, in what they would disobey both, when acting separate."

Irregular Attendance.

The subject alluded to in the last extract—irregularity of attendance—including absence, tardiness and early dismissions,—for which parents are chiefly responsible, is one of our most prominent sources of loss and vexation. But so much has been said upon the subject, in former reports of town and state officers, that my pen is reluctant to re-attempt so sorrowful a theme. Time is lost, money wasted, teachers annoyed, and schools rendered greatly inefficient, if not wholly worthless, by the constant coming and going of pupils allowed in many schools. If this evil were a necessity, it would be less a shame. But we believe it is not necessary. From the many earnest remonstrances and exhortations on this subject, a few must suffice. The committee of Detroit say upon this point :

"Irregular attendance is a 'crying evil.' Children are allowed to absent themselves for slight cause, or no cause at all ; boys play all day in the streets because it

is too cold to go to school, or go a fishing because it is too rainy. Young ladies who cannot possibly get to the school-house on account of the weather, manage to get twice as far visiting, or wait until evening and go to the same place to a singing school or rehearsal. The effect is injurious to the school at large, and ruinous to the scholar indulged. It is a fact, and the statement will be borne out by the experience of every practical teacher in the State, that a scholar who is absent one day in a week, in a term of ten weeks, loses one half the advantage of the school. The practice, too, which many have of being tardy, has a very mischievous effect upon our schools. Parents should send their children from home in season, and know whether they go directly to school."

And this is from Machias :

"In those districts upon the borders of the village, the children are either at home or at school. In the centre of the village, the children run at large; they spend much of their time in the stables, in the hotels, in the stores, and at the various loafing places; they learn to be idle, they learn anything and everything they should not learn. Parents should look after their children, and see that the innocence of childhood is kept so, and not let their children come in contact with these corrupting influences."

They experience the same trouble in Newcastle :

"Irregular attendance is another drawback on our schools, which every parent should strive to remedy. Education is an obligation due from us to our children; due from the present to future generations; due from every loyal citizen to the country he loves, the government he honors, the institutions he holds dear, and the God whom he worships. For the perfection of our public schools and making them efficient in producing satisfactory results, I will mention three things to be observed by all interested in their success. 1st—See that suitable rooms are provided. 2d—That those rooms are occupied by none but efficient teachers. 3d—Procure the regular attendance of all pupils."

And in Corinth :

"Parents should see that their children are at school, and let no trifling circumstance be a sufficient reason for their absence. Compare, if you please, the average attendance for the past year with the whole number of scholars in town. Only four in seven have attended school. Three dollars of every seven are thrown away through this means."

This from Kennebunk :

"We most earnestly desire to witness some energetic movement, having for its object the removal of those deadening weights upon the best teacher's best efforts—irregularity in attendance, and tardiness. It is in the power of the citizens to do away with these evils, and it would require very little of personal sacrifice or effort to accomplish the object Then, too, there are not a few children who do not attend school at all; these should be sought out and persuaded to become regular inmates of the school-room,—or, if persuasion fails to do the work, be made to suffer such wholesome penalties as may be deemed 'most conducive to their welfare and the good order of society,' as authorized by the Statutes of the State.

"We can hardly imagine a more important field of labor than is here presented to the philanthropic—one where so large an amount of good can be performed at a cost of time and money so trifling—than in seeking out those who are growing up in idleness and ignorance, forming bad habits and looking toward a dark future; and, by sending them to our schools, opening up to them the way leading to knowledge, usefulness and respectability—perhaps causing them to become good citizens, making them *men* and *women* in the true sense of the words."

They report the same difficulty in Norridgewock:

"We notice by the register the same irregularity of attendance which has long characterized this District, and is attended with very injurious consequences. Your committee would be happy so to bring this matter to the consideration of the parents and all who may exert an influence there, that a thorough reform may be effected in this particular. The best capacities of instruction are oftentimes wasted on account of the irregularity of the pupils."

And what can I say more? This matter has been dwelt upon so often, in town reports, and State reports: in conventions, school meetings, and other public assemblies; by the way and in the house; that our ears weary of the sound, and our patience becomes well-nigh exhausted. If those to whom the interests of the children ought to be most dear, fail of their duty in this regard, why should others concern themselves? Such is the inquiry we are tempted to make. But on the other hand, are not children thus neglected by their parents, in the position of *orphans*, appealing to us for sympathy and care? But it is not for the children alone, nor for the families to whom they belong, that we are concerned. It is on behalf of the State, that we undertake to educate every man's children; not for the man himself, not for the children themselves; otherwise we might be tempted to abandon them to the consequences of parental neglect. In the name of the State, then, we urge every parent to inquire whether he is doing his whole duty in this regard, as a citizen of the Republic.

Incompetent Teachers.

If now we pass from the family to the school itself, how shall we find the presiding influence there? If it were within the intent of my plan, at this time, I could point with pride and pleasure to hundreds of teachers, faithful, skilled and successful, whose whole energies of soul and body are devoted to the duties of their calling. They are our glory. In them we rejoice; yea, and will rejoice. But if we pass to other districts or other towns, our glory is turned into shame. Young men and women, in the place of teachers,

have assumed to guide and instruct immortal minds; to fashion the thought and feeling, and form the character of the children committed to their charge; while as yet they know nothing as they ought to know, of the nature and the magnitude of their work. I have witnessed exhibitions of weakness and incompetency on the part of some teachers, which would be ludicrous, were they not so sad. I pitied the children who suffered from their incompetency. I pitied the teachers hardly less. This is their own fault, in part, not wholly. Let us hear from our witnesses, in regard to the facts in the premises, and then see who is to blame for it.

The replies to our question, "What are the great hindrances," &c., include, in more than half the cases, such items as these:— "Poor teachers," "Cheap teachers," "Want of institutes for teachers," "Incompetent teachers," "*Want of good old-fashion teachers*," &c. We need not stop here, to inquire whether teachers of the old fashion or new, are most deficient in fitness for their work. Sufficient it is to know that we have so many in the service who are not competent to command and drill the young soldiers of our school army.

The Lubec report says:

"The main hindrance to prosperity in our schools is the employment of incompetent teachers."

The Bucksport Committee say:

"A second hindrance is defective teachers; because of neglect of State to furnish the absolute requisite,—Normal instruction."

From the town of Baring, we have this statement:

"In addition to reasons already assigned for the lack of prosperity in our schools, we would name incompetent teachers. Sometimes an ordinary teacher has been engaged and presented himself for examination, a day or two previous to the time of commencing his school. It being late in the season, such teacher must be accepted, or we must run the risk of having no school for the winter."

This lack of competency shows itself both in the teacher's want of the actual knowledge requisite, and in the lack of skill to impart it. The defect is oftener still in a want of governing power; a deficiency in those elements of character, which at once command the respect, awaken the enthusiasm, and enlist the affections of the pupils. I know it is pleaded in extenuation of these faults that we cannot expect perfection in teachers, young, inexperienced and poorly paid, as many of them are. Then employ older persons, pay them better, and compel them to educate themselves for their

work. Those who employ poor teachers have no body to blame but themselves.

But let us hear from our school officers what is said about

The Government in our Schools.

And here the difficulty will not be found with teachers alone. Parents and pupils come in for a large share of the responsibility. Committees, too, if they would but confess their own short-comings, would be often found chargeable with remissness in this regard; as appears from this first extract:

"At the beginning of his school some of his pupils conspired to oppose with force the execution of a just and proper requirement, which led to a dismissal of the school for a few days, and finally to its premature close. Your committee were called in to investigate the difficulty, and ascertain its cause. After an impartial hearing, we were united in the belief that the fault was wholly on the part of the rebellious pupils, who justly merited expulsion. The earnest solicitations of parents, and slight indications of repentance in the offending pupils, led us to allow them to remain. We fear, however, in dealing gently with them we were unjust to the school; not because of any further act of open or palpable disobedience on the part of the disaffected pupils, but because of the general impression the decision gave the school that the teacher could be resisted with force, defeated in his purpose, and his authority put to naught with impunity."

The Buckfield authorities thus earnestly express themselves:

"Your committee have endeavored to be faithful in the discharge of their somewhat various and difficult duties. That all their labors have been equally and universally satisfactory, there is no reason to believe; but none will deny, it is hoped, that they have endeavored to do conscientiously the work devolving on them. They regret to say, that their efforts have not always been seconded by parents and guardians, but have, on the contrary, in several instances been neutralized by a determined and outspoken opposition to what was believed to be for the interest of scholars and the greatest good of schools. Some parents have even gone so far as to take their children from the school-room, rather than have them submit to the wholesome restraints which your committee thought proper to have put upon them.

"Our schools, the past year, have not been universally successful. There has been more of trouble and difficulty in disciplining and training scholars than in any year during the experience of your committee. Young America seems inclined to take the reins into its own hands. Many boys, unused to restraint at home, repel it in the school-room, and, in some instances, have destroyed the usefulness of a whole school, depriving themselves of the advantages of our most excellent educational system, and, what is still worse, hindering those who would gladly improve these advantages from so doing. Such things must not be permitted. Discipline must be maintained, or our public schools will cease to be of any practical benefit to the community. No scholar should be allowed to remain in school who destroys its usefulness. But there is no hope for great improvement in this direction, so long as there

are individuals so abandoned to all sense of duty as to urge boys to band together and carry their teachers out of school. In three Districts it is said that such advice has been given. Do men forget that they are, by such encouragement, opening the way for thoughtless boys to make themselves candidates for the prison or the gallows!"

The Augusta committee speak thus of a change for the better:

"District No. 2. This school, for a few years past, has been under very lax discipline, and but little improvement made; but this term, the District can be assured that they have had a teacher qualified to govern as well as instruct. At our first visit, thirty-three scholars were present, all industrious and interested in their studies, cheerfully complying with the requirements of their teacher. At our closing visit the same spirit of determination was apparent as at the first. The pupils had made great proficiency in their studies, and good order was maintained."

Newcastle finds it necessary to expel:

"The clemency of this teacher, which is no doubt his failing, came near proving disastrous to him. The discipline in the early part of the term I think was not sufficiently stringent to produce the requisite degree of orderly deportment. Twice have I been called upon to visit this school on account of difficulty, and twice have I found in it that same element which in my judgment the law contemplates as destructive to the interests of our public schools, and for the removal of which it provides, when it places the power of expulsion in the hands of the supervisor. I executed that power, and expelled such as I deemed damaging to the well-being and progress of the school."

Touching a style of punishment to be avoided, the Paris supervisor exhorts his teachers:

"Let your government be firm, and if it be necessary to inflict corporal punishment, let it be done in candor and in a proper manner. All acts like *pulling hair*, *twisting the ears*, or *wringing the nose*, are treasured up in the young mind as so many personal insults. It matters not what may be the age or sex of the scholar, teachers should bear in mind that the first step towards discipline is *self-government*, and while the civil LAWS of our land and the sympathies of all good men are in favor of sustaining them in doing their duties, the same laws point out, as important qualifications of teachers, that they sustain a sound moral character, and a *temper* and *disposition* suitable to instruct youth."

Another says:

"There appeared to be a good degree of interest on the part of the pupils, while, at the same time, the teacher seemed to be well fitted for his arduous and responsible duties. The interest, however, was not sustained, and hence the closing examination was much less satisfactory than was anticipated. We judge that the system of discipline adopted by the teacher was not sufficiently rigid for so large a school, and that if he had maintained better order he would have succeeded better in every respect."

Our Lewiston friend thus alludes to a sad misunderstanding:

"The first part of the term passed off pleasantly, but towards the close, dissatisfaction came up, owing in part to a misunderstanding as to who really had charge of the school. One or two of the larger youths felt it incumbent upon them to take the *ruling power* into their hands, and, of course, the machine under such government could not run smoothly."

An objection to young teachers is thus made by the Fairfield committee:

"It was her first effort at teaching, and considering her age, she succeeded in governing as well as could be expected, though the order was not satisfactory at our last visit. We think it poor policy for any District to employ a teacher at the early age of fourteen or fifteen years."

Per contra, the committee of Bucksport make this exception:

"Miss G. had taught this school before, and her success determined her re-employment. Her case proves that strength and size, and age, are not absolutely or always the rule of success."

A case from York:

"There was some difficulty in this school, occasioned by two or three unruly boys, who left the school rather than comply with its rules; thus depriving themselves of the advantages conferred upon them. I can assure the parents that the fault was not in the teacher."

The following two cases from another town, illustrate by contrast, an important element of success in governing:

"Mr. P. is a man of good education, and amiable temper and manners; but having neither the steel nor the sharp edge (we mean the activity, promptness and positiveness,) absolutely requisite to the successful conduct of a public school, and not sufficiently observant or exacting. The school was hardly a success; though he has so excellent a spirit, we say this only under a sense of duty."

"Mr. H. is a natural teacher, and hence teaches and governs with ease and with certainty. He aims at success, and knows how to reach his point. He is much above the average, especially considering his youth."

Another reporter thus describes a teacher in his District:

"By inaugurating the policy of requiring a thorough knowledge of whatever was studied; by maintaining a superior discipline; by creating in the minds of her pupils a desire to excel, and a respect for their own reputation, she has added another proof of her success as an instructor."

The particular kind of laxity in government which is named below, deserves especial notice and censure. The supervisor of Limington reports of a particular school:

"We are sorry to state, however, that our expectations were not realized. When we approached the school-house on our last visit, although it was past the usual hour for commencing the exercises, a large portion of the scholars were about the door at

play; and on our entering, but one boy, out of about twenty, was present; those absent came dropping in, after a time, in squads. The general appearance of the school was loose, though perhaps a slight improvement, in that respect, on the summer term."

Another writer reports:

"We ought to say here, with reference again to that intolerable evil of truancy—needless absence, or irregularity—that when visiting the school, boys were standing at the door, and remained there, talking during the entire session, to the close."

This habit, so common in many districts, of wasting time about the doors while the school is going on within, is indicative of gross looseness in discipline, and in such cases as those above cited, of ill-manners and disrespect toward the school authorities.

Some Qualities which Teachers Need.

The extracts below will indicate further some of the qualities requisite to the teacher's success in school management:

"The school under the care of Miss J., is a very large one, having about seventy scholars, pretty closely *packed* in their seats. The management of Miss J. is highly approved. The care taken for the comfort and health of the children, by proper regard to the warmth and ventilation of the school-room, and her zeal for the general improvement of her pupils, are peculiarly creditable to her and her school."

"There was a lack of energy and determination in the teacher, which are essential qualities in the management of a school."

"This was Mr. Turner's first school, and was very satisfactory to both district and committee. His method of teaching was commendable, and the zeal and energy which he infused caused it to make good progress."

"Mr. L. is a stirring instructor, and leaves his mark upon the school, urging it forward to its utmost ability. It appeared orderly and recited promptly."

This is their opinion in Corinth:

"A teacher should be a person of fixed principle, of determined purpose, of strength of character; a person who possesses qualities which he will be proud to transmit to his pupils and to trace in them in future years.

"A teacher should be an honest man or woman. Not one who will merely spend his time in the school room for the sake of the money he is to receive at the close of the term, but one who will be ashamed to receive money for which he gives no equivalent.

A teacher should be an energetic person. A lazy teacher will be indolent in a large school, while an energetic one will find enough to do and will do it, in a small school. Energy, a determination to succeed, is the crowning quality of human greatness, and that quality a successful teacher must have. Let agents require those qualifications in teachers which they would require in laborers on the farm or in the household, and we will have better schools."

And this from Augusta:

"We have been unusually cautious in granting certificates to teachers, yet we regret to say, that too many have not proved themselves adequate to their tasks. Some, whose literary qualifications are ample, have failed for want of the natural adaptations requisite for their vocation. Others, entering upon the discharge of their duties with the knowledge already acquired, have neglected to review and familiarize themselves with the studies taught. Mr. W. was master of his profession, full of life and energy, and the scholars partook of the same spirit. A school under his instruction must be profitable. The best of order was sustained by mild, yet decided means. Reading, spelling, and the sounds of the letters, as well as other branches of study, received the attention which their importance demands. Mr. W. is an excellent scholar, and he deserves much credit for the zeal and earnestness with which he has labored.

No teacher during the past year has labored with more assiduity for the best interests of those consigned to her charge than Miss H. Actuated by a spirit of energy, she infused life and animation into her school. She not only toiled with her pupils during the allotted hours, using her best endeavors to secure prompt and thorough recitations, but also after the close of her school visited the parents of the truants and delinquents and apprised them of their remissness. Her labors were crowned with success. Rapid progress was made in all the studies pursued. Miss H. is entitled to much credit for her faithful and unwearied efforts."

The Minot supervisor says:

"All the elementary principles of learning are thoroughly investigated in this school, which is indispensably necessary to a practical education. The scholars in this school are required to think and reason for themselves, which is the true method of developing the mental powers. Mr. W's system is progressive, slow, thorough, practical, and well calculated to develop, discipline, strengthen and improve the mind. At my second visit to this school I found the school room finely decorated, which served to obscure, in a measure, the defects in the old house. Miss B. is a capable teacher. She makes her efforts happily tell upon the good of her pupils. Her discipline and mode of instruction are critical and exact. The scholars seemed very thorough in all of their studies. Miss B. is a fine singer, and made the exercise in singing very interesting and profitable to the school. It is hoped that the time is not far distant when the scholars in this district will be blessed with a better school house.

Miss B. is meeting with her usual good success, Wide-awake teachers always succeed best, other things being equal. As children are creatures of imitation, and as they generally imitate their teacher, they will be awake, active, ambitious, and persevering, in proportion as their teacher is. Miss B. makes the exercise in singing very interesting and profitable to the whole school.

PRINCIPAL DEPARTMENT. Miss A. has taught several terms in this district, and I think has given satisfaction generally. She is an experienced teacher, and seems perfectly at home in the school room. The examination of this school was satisfactory, the proficiency of the scholars generally good. The good effects of singing were apparent in this school, Parents in this district sustain and encourage teachers and scholars by frequent visits to the school.

Mr. H. is one of our most successful teachers. He is ready and apt in illustration, spirited in manner, and easily and naturally carries his pupils along with him to a determinate result. The scholars seem emulous to excel, and exhibit a certain pride of character and standing, necessary to success, and a commendable desire to appear well in the school room."

The same supervisor further remarks :

" As an instrumentality in the system of education by common schools, teachers have much in their power. Their exertions and labors may make it a blessing; their neglect and indifference may make it a curse. But few teachers are known to take that deep and abiding interest in the calling that men generally do in their own private speculations—they do not meditate on it by day and dream of it by night. If they intend to make the system popular, they should, by a faithful discharge of duty, endeavor to do justice to every one, and to kill all opposition with kindness. In school government they might do much to secure attendance. By making their system of government pleasing and attractive, by signs, and gymnastic exercises, a kind of magic spell is imparted, which makes the pupil love his school. I would here remark that our teachers for the year past, have been, as a general rule, adapted to the business of teaching, very well qualified, and faithful in the discharge of their duties. As a means of advancing the interests of our common schools, I would approve and cheerfully recommend that our teachers practice visiting one another's schools, thereby becoming more familiar, from actual observation, with the methods of teaching practiced by their fellow teachers. These mutual visitations are not only to be highly commended because they enable teachers to profit by witnessing the methods pursued by other teachers, but because they serve to create a praiseworthy professional feeling and sympathy."

The Mount Vernon Committee award the following high encomium. It makes the faults of some teachers and the shame of some schools appear still greater:

" Mr. F. excels most of our teachers in system, ingenuity and activity. He possesses the advantage of experience and a ready fund of knowledge. Such teachers should be encouraged by a liberal compensation, to remain with us and continue in the business of teaching. Without doubt this was the most profitable school this district has had for several years. The examination was the best we have ever witnessed here. We did not notice that a scholar whispered, or asked to leave his seat, or to speak, during the half day we were present."

Of a faithful teacher, worn out in the service, the Pittston supervisor says :

" It gives me pleasure to speak in terms of praise of this school—it being the last labor of a long-experienced and faithful teacher. Although disease was already preying upon her system, she toiled on, faithfully watching the young and tender minds entrusted to her care. Her term was a success ; and she here added many to that large number of pupils whom she leaves behind to respect and reverence her name."

A good hint from Augusta :

"An education does not depend upon the amount of knowledge *received*, but upon the ability to *acquire;* for the future will develope new truths of which the past was ignorant. The teacher must train his scholars to *search* for the treasure of knowledge. He may point out the path which leads to the summit of the 'Hill of Science,' but the scholar must toil up the rugged ascent. A judicious teacher will tell a scholar only enough to incite in his mind a desire to discover more. 'It cannot be too strongly insisted upon that in education this process of self-development should be encouraged to the greatest possible extent.' The instructor must not overstep the bounds of duty, by being too explanatory in his teaching. It is a mistaken kindness, and generates habits of indolence, and graduates scholars noted for their imbecility."

The point suggested in this remark from Kennebunk, is a very important one :

"The school continues to maintain the elevated rank it has constantly held since it has been in charge of its present accomplished and indefatigable instructor. Unflagging in his endeavors to render his services effective and valuable, Mr. R. is continually striving to add to his mental stores such knowledge as may be available and useful in the performance of the duties of his profession, and, also, devising plans calculated to give a new impetus, to impart renewed energy, to his pupils. The exercises of his school-room are thus relieved of that monotony which so often renders them irksome."

From Newcastle we have this earnest expression :

"The obligations imposed on me by virtue of present position, require that I should state the facts plainly; a regard for the interests of the young, and the prosperity of our public schools demands that I should not conceal the truth, though it be a painful one. If the training of our youth, the cultivation of their minds, the development of their intellectual and moral faculties is committed to incompetent and unskillful hands, an advancement corresponding to such inability must be expected. And he who, having the oversight of the schools, sees these things and passes them by in silence, or seeks to hide them, is recreant to the trust committed to him. Says a writer—and what he says is a truism—'our public schools are the nurseries of the public mind.' O then, with what scrupulous care and watchfulness should they be guarded! With what liberality and zeal should they be sustained! The teacher should never be satisfied with present attainments, either intellectual or in the art of teaching, but in both, his course should be a constantly progressive one. He should watch with care the secret workings of his own mind in its unfolding process, that he may gather therefrom new and original power to aid him in the judicious development of the intellects of those placed under his care."

The Waterboro' report contains this allusion to an important topic :

"Teachers, you, to whom in a great measure is entrusted the welfare of the rising generation; under whose charge is placed the father's brightest joy and the mother's fondest hope; you, whose profession it is to lead young and pliant minds in the

paths of virtue and knowledge; are you sufficiently alive to the responsibilities of the high and honorable position which you hold? Are you discharging the duties of a kind and faithful parent, anxious at all times to promote the best interests of those whom you have under your charge? Are you qualified in all respects to discharge the obligations resting upon you, acceptably to those who, under your care, are dragging their slow length along in the way of knowledge? We ask these questions in no captious spirit, but that each teacher may apply them to himself, and observe whether he is doing his whole duty, or not; that he may be induced not to rely upon past labors, but with each term may find himself improved, and his capacity for doing good increased.

"Whatever may be your object in teaching—whether it is simply to teach Arithmetic, Grammar, and Geography, or in connection therewith to communicate information which shall be a benefit to your pupils in future life, or to discipline the mental faculties so as to give them their greatest energy and activity, or to add to all these an education of the moral nature, which shall send forth your pupil into the world full of love and reverence for his Creator, and fitted to perform 'justly, skillfully, and magnanimously,' all the duties of life which fall to his lot to perform, you must act upon the mind; and it seems that you should know something of that mind on which you desire to act; of the human character and its elements, as developed in the constitution of the child. To acquire this knowledge it must be made a study—a subject of earnest and careful thought—thought founded upon observations made in *actual* association with your pupils, *in* and *out* of the school-room.

"We exhort you to make the human mind a careful study, in comparison with which, the other subjects, to which your attention is drawn, are of an insignificant nature; and without a keen perception and appreciation of character, it is an utter impossibility to become a successful and profitable teacher."

These hints to teachers come from Harpswell:

"Our schools have been very harmonious. I have not yet learned of a case of trouble between teacher and scholars during the past year; and yet good order has been maintained in nearly all our schools with but little use of the rod. This is as it should be. But teachers often fail in this point of government, by allowing their pupils to trespass until their passion is aroused, when they are apt to inflict punishment more to gratify their desire for revenge than to secure obedience. This is wrong. Like begets like. The same nature that belongs to the teacher belongs also (in a greater or less degree) to the scholar. If punishment be inflicted in a moment of passion, it is an act of hastiness, and not the result of careful consideration, as it should be. If (as in extreme cases) it be found necessary, it should be done in a firm but not excited manner. Harsh and improper language should be carefully avoided, while it should be accompanied with gentle words of counsel. In this manner, the pupil will be shown that it is done from necessity, and not from any feelings of anger; while he fears the penalty of disobedience, he thus learns that he is his own enemy, and has brought it upon himself. Again, teachers sometimes fail by not carefully studying to ascertain the different dispositions of their scholars; they treat them all alike. This also, is wrong; different scholars require different treatment. By this I do not mean that some should have peculiar privileges, of which others are deprived; or that the same offences should be followed by punish-

ment in the case of one scholar and not in another; but different means according to their different ability should be employed, to secure their attention and awaken an interest, without which little will be studied and less learned. A teacher must not consider himself above his scholars, if he would be successful in governing them. He should not be unsocial in his conduct towards them, in or out of school; he should be familiar in his conversation, sharing their joys and sorrows, kindly reproving them for any improper language or conduct he may detect, with much care that he does not place the example before them by committing the same error himself. If he would secure their love and respect, and without this no one can succeed as a teacher, he must give evidence of the possession of these qualities himself. He should never practice deception upon his scholars, but be open, frank, and always prompt to his engagements."

Two or three important requisites to the success of teachers are noticed in the Gardiner report:

"The Primary school on D. street has been continued under the management of Miss C., whose excellence as a teacher of children has been abundantly tested. It is worthy of special record that unwearied efforts have been made in the training of backward scholars, without neglect of the more advanced; and though the results of such labors are not likely to win the earliest applause, they are the surest means of permanently elevating the standard of the school.

"If there be any teacher in the city whose services seem essential to the welfare of the school, it is Miss R. The present Board are ready cordially to adopt the high commendations of the last report of this school, convinced of the difficulty of saying more in the same space, and the injustice of saying less. Her admirable management of the younger scholars has been observed with special gratification, while her success in making all happy in the school not only tends to make study truly attractive, but is the best means of developing harmoniously the youthful mind.

"The Maple Street Primary school has been, during the whole year, under the care of Miss M. whose success the previous winter term has been well followed up. The gentleness of manner always apparent in her treatment of the pupils is worthy of all praise, as it hardly fails to win its way to the heart, and thus prepare for success in instruction. The attendance has been, as formerly, quite irregular—partly from contagious sickness, but more from parental neglect."

From Falmouth, a *working* teacher reported:

"Mr. N. is a working teacher; he imparts much valuable practical information to his pupils; and this school, under his instruction, made creditable progress, though hardly so quiet as is desirable."

Gen. Jackson needed in Temple:

"Mr. G., though the oldest and most experienced teacher among them all, did not put enough of Gen. Jackson into his government. If he had corrected the large scholars, and thus awed the small ones into submission, his school would have been more orderly and much more profitable."

In Pembroke, they say of a teacher:

"Mr. M. has some excellent traits of a good teacher. The scholars learn and will

learn. He stamps his own ideas upon the minds of his scholars. The school made rapid improvement. It is said that a person cannot see *through* a *board*, but with the chalk in the hands of Mr. M., we think that the scholars *can* see through the mysteries of the *blackboard*. He is a lively, energetic teacher; the scholars were attentive to their studies, were orderly, and of course made improvement."

In Hartford, says the supervisor:

"The review showed that the teacher had labored wisely for the whole school, gaining that respect from his scholars which so much aided him in his endeavors to be useful."

A suggestion from Phipsburg:

"Perhaps a little more familiarity and sympathy with the scholars might have increased her hold upon, and her usefulness among, those under her care."

Another officer remarks that,

"If Betsey would cultivate the organ of order, and the taste of expression, it would add much to her other good qualities as an instructress."

The committee of Pownal bear this pleasant testimony:

"Miss M. is one of the very few teachers who seem perfectly at home in a school-room—one who can explain intelligibly, and illustrate as though familiar with the subject taught, and in a manner that her pupils can comprehend. The advancement in all the classes was good—in many, uncommonly great. The teacher appeared to govern without harshness, and to discipline without vexing her pupils; yet so sternly that few cared to break the wholesome rules which she instituted."

The Raymond supervisor reports:

"This school presented the same characteristics that distinguish all of Miss F.'s schools. She is not a slave to the text-book, but introduces exercises calculated to interest and instruct her scholars."

Different testimony from the same town:

"Miss P. lacks patience and amiability towards her scholars; and this, combined with a poor school-house, rendered her school unpleasant."

Of another teacher, it is said:

"Fresh from a High School of advanced scholars, and familiar only with the mode of teaching in such a school, she failed to adapt herself to the wants of a common school, composed of small scholars. More experience and more common sense—the latter a quality, by the way, which every school teacher should possess—will contribute much to her success as a teacher."

Live teachers wanted in Sedgwick:

"In order to secure better schools, we want more live men and women for teachers. It is not enough that they be good scholars. Too many such there are, who, having no talent for teaching, or no love for the business, seem to regard the school as a machine, that needs only to be watched while it does the work. They manage to keep school, but never to *teach* school. They are either too indolent, (and it is a

work of labor,) or they do not know how to teach; and so plod on with the daily routine of the school-room, as if only anxious to get through and receive their hire, careless whether they earn it or not. With such machine schools we have no patience, and no respect for the engineers."

A common sense view from Parsonsfield:

"And we are all ready to say that much depends upon the teacher. He should be well qualified, prompt, energetic, apt to teach, and possess *good common sense.*"

Good advice from Palmyra:

"I would recommend our young teachers, who intend to pursue the calling, to visit our best schools with a view of studying the system of teaching and manner of governing their pupils. I believe the practice would aid them materially in managing their own schools."

In Alton it is said that some teachers fail

"In securing good government, because they pursue an erroneous method to accomplish their object. They are determined to have perfect order in school hours, and have their scholars under proper discipline. But the course they pursue proves a complete failure. They adopt such harsh measures to secure the object, that they defeat the very purpose they have in view. They rave and scold, and stamp and flog, from morning till night, and still have little or no control over their scholars. They complain of much noise and confusion in the school-room; but if they would think a moment, they would find that they had themselve set the example and that the scholars were imitating their teachers to a charm!"

The report for Wayne has a contrasting example which might be happily imitated:

"We hardly know whether most to commend the excellent discipline, the unusual proficiency, or the general harmony and good will that seemed to exist between the teacher and his school.

Mr. W. happily brings to the discharge of the teacher's duties, ability, united with earnestness, and courtesy combined with firmness. His leading aim seems to be to secure to his pupils a complete understanding and perfect mastery of every principle contained in the studies pursued. He knows the character of the difficulties to be encountered, and with the aid of analysis, synthesis, and whatever else of illustration or suggestion is necessary, he leads his pupils hopefully to the charge; granting neither peace nor truce to opposing obstacles, until a final and complete victory is secured."

The New Gloucester report thus criticises the movements of a teacher:

"The teacher was unnecessarily severe, but did not secure the obedience of the scholars. She moved around too much. After asking a question and before it could be answered, she was off in the farthest part of the building. There was entirely too much noise and confusion, general inattention and want of preparation in the recitations; too much talking by the teacher; too much answering in concert by the

scholars—one or two giving all the answers and the others shirking. The teacher resigned before the term was completed."

Of another teacher in the same town:

"There was in the teacher much quiet energy, and the school was entirely under his control. He governed by kindness rather than severity; although when severity was needed he did not hesitate to resort to it."

And still another:

"The teacher has only to speak to be obeyed. Most evidently she had the affections and respect of the whole school; and this combined with her remarkable tact for communicating instruction, and making difficult points intelligible, could not fail to make this a most profitable school. On the day of our last visit the school was decorated with flowers and evergreens, showing that the taste as well as the intellect had been cultivated. We trust that Miss M. will adopt teaching as a profession, for she possesses qualities fitting her for eminent success in this pursuit.

There is much truth in these remarks of an Augusta school-officer, of a former year, himself a successful teacher:

"When a man has chosen a vocation for life, he should devote all his talents and energies to the acquirement of that knowledge which will render him most eminently successful in his profession. 'Nature does nothing in vain,' and if every young man and woman who design to become teachers of youth, would give more earnest heed to her instructions, we should not witness so many failures at the post of duty. Many persons enter the teacher's ranks with no natural aptness for the work, and but little acquired ability for its successful prosecution. In order that a man may become a successful instructor, he must possess an inherent force of character and a large stock of vital energy. He who would guide the youthful mind through the mazes of knowledge, must not only have an intellect well trained in the school of experience, but the insignia of a *leader* plainly attested in his language and bearing; otherwise he has mistaken the office which nature designed for him to fill. Teachers all agree that without proper discipline no school can be profitable; yet how few are able to reach the standard raised at the commencement of this honorable occupation. No amount of education will prepare some men to govern a nation, or a school, which is a nation in miniature. No teacher can mark out a definite plan for the government of his school; circumstances must, in a great measure, determine his duty. But this must be established in his own mind—that order he will have, cost what it may. And if this is not gained at the commencement of the term, it is highly probable that it will never be attained.

"There is much said in these modern times about appealing to the higher sensibilities of scholars. Without doubt the teacher should use every incentive which a fertile imagination can invent and a sound judgment endorse, to induce his pupils to give a cordial submission to the discipline of the school. But in the majority of our schools the only appeal which will have any permanent effect upon youthful minds, differently constituted as they are, is a manly, straight-forward course upon the part of the teacher, showing that he is master of his profession, conscious of the responsibilities of his office, and equal to any emergency. To those who are fostering a spirit of rebellion, and have become deadened in their moral sensibilities by

long association with evil, the presence of such a teacher will prove a restraint, through fear of consequences. By another class, trained up under wholesome discipline, moral and religious instruction at home, he will be admired as a man who knows his duty and shrinks not from the performance of it. Any person who has had one term's experience in the school-room, is aware that scholars very soon read the character of their teacher, and if, when weighed in the balance, he is found wanting, no amount of verbal appeal to the higher sensibilities will be found adequate to increase the weight of character found deficient. A teacher's presence and influence must ever be a living appeal to the loyal, and a protest against the rebellious."

The following suggestions from the Bangor report, are worthy of the teacher's careful perusal :

"As there are several schools of nearly every grade, teachers have an incentive to ambition. Each one wishes to have her school appear as well, or better, than any other of the same grade. This sometimes leads to rivalry, and perhaps jealousy among teachers. Each one wishes to have the best boys and girls attend her school, and if possible no bad ones. But unfortunately there are, among children, some who are both vicious and dull. And no one will presume to maintain that such ought not to be educated, however unpleasant the task may be. On the contrary, these, it seems to me, need the kind and fostering aid of the teacher more than others, and should receive even more attention. They should not be excluded from school because they are dull, nor even because they are vicious, unless they are incorrigibly so and cannot be made to yield obedience to school regulations, and in this case they need to be sent to an institution similar to the one alluded to above.

"Now it happens that teachers more often fail in tact to manage successfully scholars of this description than in anything else. Most succeed well with bright, orderly and good scholars. But in fact, there is but little merit in such success. But to govern and successfully control those who are inclined to be vicious and disorderly, and at the same time to reform them, demands peculiar qualities of head and heart. These are comparatively rare, and success here is very meritorious.

"Our schools were established for the benefit of the young, and not for the purpose of securing lucrative situations for teachers. By law, provision is to be made for the education of all children, both rich and poor, whether they be bright or dull, vicious or virtuous; and for this purpose teachers are employed. And it is their duty faithfully to instruct all, of whatever character, who may be sent to them; and the instruction should be adapted to the wants of the scholar. Some scholars need a good deal of assistance and encouragement in their studies; others need to be held in check. This is the case of children possessed of a nervous and excitable temperament, a delicate organization and active brain. Such children are apt to be very precocious, and both parents and teachers are apt to be very proud of them. But they need especially the direction of judicious and skillful teachers, and should never be permitted to overwork. But it often happens that teachers become discouraged or impatient in their efforts with those who are naturally a little dull and phlegmatic. They find it easier and more pleasant to get along with others of opposite character; and frequently, I fear, those who really need the most assistance or encouragement, fail to receive it. These are too often treated as though it were their

own fault that they were not endowed with large and active brains; and from not receiving the right kind of treatment, they sometimes become discouraged, lose all confidence in their own capacity to learn, and abandon all efforts in that direction. I am inclined to believe if teachers properly understood how to manage such children, and would give them assistance, when assistance is needed, and encouragement when this is wanted, and would treat them at all times with kindness and proper consideration, there would not be so many occasions for the committee to interfere. Children readily appreciate kindness. They instinctively know whether or not their teachers feel a genuine interest in their welfare; and if they feel that they are their true friends, they form warm attachments for them, and they love to attend a school conducted by such teachers. On the contrary, when they think themselves neglected, or in any way ill-treated, however wrong their judgment may be, they conceive a dislike of their teacher and feel an aversion to attending school."

Manners and Morals.

There is another topic, closely allied to that of school government, and also connected with the present qualifications of teachers, which is too important to be passed over. I refer to manners and morals; the neglect of which, in the instructions of the school-room, is a source of great regret and mortification to all right-minded citizens, and constitutes an item of our *shame*.

Within the memory of our middle aged citizens, some attention was paid at school to the minor proprieties of life. Children of forty years ago were taught to "make their manners" on entering and leaving the school-room, and on meeting a stranger in the street, or a gentleman at his house. When the committee made their usual visits, they were greeted with the respectful obeisance of the whole school rising to receive them. Now, who ever sees in our public schools the *bow* or *courtesy* of olden times? And within a few weeks I have been consulted by a parent, to know whether the teacher had a legal right to make his boy say '*Sir*,' in addressing him. This father, although far from being a Quaker, contended that *yes* and *no* were quite sufficient for all practical purposes. There is too much looseness and indifference upon this whole matter in our community. Teachers themselves are in many cases deficient in both the theory and practice of good manners, and need a word in season upon this point. I have made it, none too often, the theme of a convention lecture. But here I will allow others to speak. The supervisor of Bridgton thus remarks:

"Society looks to the young for future protection and support. Shall it look in vain? This depends largely upon another question, viz: this—whether we and others shall see to it, that our common schools are in fact, what they were designed

to be, the nurseries of intelligence and morality—the last not least. It is painful to be obliged to say, if we would speak the truth, that sufficient attention is not ordinarily paid by teachers to the manners and morals of those whose instruction is, for the time, committed to their care. Be it so, that children are not sent to school to hear daily homilies on the practice of moral duties. Neither are they sent to school to learn lessons of vice. And yet, as a matter of fact, they do, not unfrequently, obtain their first knowledge of forbidden things from their companions at school. The little child has often learned to lisp his first imperfect curse, at school. He has often received his first lessons of insolence and insubordination, at school. He has learned to be coarse, rude, unmannerly and disobedient to his parents, at school.

The practical question here arises, whether there is no help for this; whether it is a necessary evil which must be borne. It is a question which deserves to be seriously pondered, and correctly. If there is really and truly no help for it; if our children must be contaminated by evil influences at school, or forego the privileges of a public education altogether; then we say, let our system of free schools, important as it is, be at once and forever abandoned. It costs too much.

But no; there is a remedy. There is no fatal necesity for having our children morally poluted at the very fountain of science. Let their morals be guarded with a vigilance that never sleeps, and with eyes that never slumber. Let them be trained 'for the life that now is, and for that which is to come,' in the school and at the fire-side. Let the great lessons of purity and truth be impressed upon their tender minds by teachers as well as by parents. Let the scholar whose company and conversation are known to be polluting, if they cannot be reformed, be excluded from school. And let none but suitable teachers, who will guard the morals of their pupils, be employed. Then will 'our sons be as plants grown up in their youth; and our daughters as corner stones, polished after the similitude of a palace.'"

Newcastle responds:

"The necessity for decorous conduct in the school-room is so self-evident to all, that I need introduce no argument to show that a school cannot proceed profitably in its absence. Our public shools were designed to be not only intellectual, but moral nurseries of the young, and such they may be, under good and wholesome discipline; such they never can be in the absence of good government:; for poor schools are usually prolific nurseries of vice."

Another supervisor has occasion thus to complain of a teacher:

"He has some of the characteristics of eminence in the education of youth; and we regret there are not blended with them more of the embellishments of the true teacher. He certainly possesses a somewhat large share of the *fortiter in re*, and should combine with it the *suaviter in modo*, as well as some of the refinements so much needed in the school-room.

He is emphatically a 'live teacher,' and with his ceaseless activity and vigilance, there is thoroughness in the matter and manner of his instructions. He has given especial attention to the application of elocutionary principles to the reading exercises. All the classes in Arithmetic, Grammar and Geography have been well drilled. The order of the school, and his mode of government were good, if we except in the latter a slight approach to severity. We really hope he will add to his other good qualifications a little of the refinement which is so necessary to an accomplished teacher."

From Pittston we have this statement:

"At the commencement of the winter term, I was obliged to talk rather plainly to the scholars in respect to school-room decorum—perhaps too much so; but the inestimable worth of correct habits, the foundation of which must be laid during school days is too frequently lost sight of. Miss K. succeeded in effecting quite a happy change in this respect, which gave her school a much better appearance. In respect to the worth of the winter term in another school, I have nothing to say; but the eagerness with which the scholars of this school drink in instruction, their behavior in the school-room, and the kind feeling which they manifest towards each other in their sports deserve the highest commendation. Much of this happy disposition, this unity of feeling, is the result, I think, (without disrespect to parental management,) of the Sabbath school in this district. Its influence is powerful; its worth inestimable."

Our Machias friends feel the need of improvement in this respect:

"We need further improvement in the manners and general deportment of the scholars, and especially the larger ones. There is a rudeness, and a species of rowdyism prevalent among the older children of both sexes for which the buoyancy and vivacity of youth do not always furnish an apology. This should be corrected. Modesty, and deference to the rights of others, are graces little practiced; boldness and impudence have almost become the rule."

They note the moral influence of teachers in Rumford:

"The school was orderly, and the scholars attentive to their studies. The school made commendable progress. Mr. H. is a young man who exerts a healthy moral influence upon his pupils."

In another town the supervisor complains of a teacher:

"He was pretty well acquainted with the common branches, but his *manners* were so *unrefined*, his *pronunciation* so *coarse*, and he had so many long *yarns* about himself, that he lost the confidence of the school."

The Committee of Chesterville say with truth:

"Upon the teacher devolves, in a great measure, the future character of the young persons entrusted to his care. It becomes, therefore, an imperative necessity that the teacher be an embodiment of correct moulding forces, as he is is constantly impressing his own character upon his pupils. He ought, then, to be in dignity and urbanity of manners, and in all the graces of character, a model that may be copied by every pupil."

The supervisor of Whitefield remarks:

"Not only is it the duty of instructors to aid in developing the intellectual powers, but also to inculcate a strict and wholesome morality.

While speaking of the *intellectual* improvement, let us inquire if the same advancement has been made in those *virtues* which are the ornaments of society. Judging from the appearance of our school-houses, and from the profane language occasionally heard, the conclusion must be far different.

Teachers cannot be chargeable for all this, for parents have the first moulding of the youthful mind, and there must be a look at home. Better will it be for our youth to go forth on the stage of action, with good morals and little education, than corrupt morals and all the *intellectual* education attainable. For a well educated mind without moral principle, may be compared to a steam engine with all its machinery in full motion, and off the track, dashing fearfully to ruin all it draws after it, and all that may come in its way. Not only is it highly important for *teachers* to set an unblemished example, but their needs a rising up on the part of *parents*, in order to secure to posterity that *moral sub-stratum* on which all human happiness depends."

A roughness or abruptness of manner objectionable in a teacher is hinted at in the following passages :

"This teacher was very well qualified, and her mode of instruction excellent; but the discipline was not what it ought to have been. She also had a bad habit of calling her pupils 'little rascals, &c.,' which we cannot commend."

"The teacher's education was good enough, but certainly he had not the genius of a teacher, and is not capable of imparting his knowledge in such a manner as to interest the scholars. We think agents should be cautious about employing teachers whose peculiarities of manner unfit them for the business of teaching."

In the passages cited above, I have presented not only instances of failure for the reasons assigned, but some cases of unusual success, to render the contrast more instructive. Much might be added from the same sources, to illustrate the causes of failure, and to exhibit the qualities required in the habits and characters of teachers, to make them in the highest degree successful. But more is not necessary.

If now, we inquire why our schools—so many of them—should be burdened and damaged by so large a proportion of ignorant and unskillful operators in the teacher's desk, we must begin the answer by laying the blame, in part, at the door of the agents and school committees.

School Officers Responsible.

If the complaints which committees make of agents are *half* of them true, a mountain of neglect and shame is piled up at their doors. These complaints, however, are oftener in regard to their failure to make the returns required by law, than in regard to the employment of unsuitable teachers. In this matter, committees know very well, that they must bear their full share of responsibility. Here is a crumb for each, from the committee of Buckfield :

"The duties of a school agent are plain and simple, yet these duties have been performed during the year now ending, in but few instances. Will not school Dis-

tricts require that their agents shall understand their obligations and be willing to perform them?

"It is especially recommended to school agents to take the utmost care in hiring teachers. After all, the great thing in the school is the man who keeps it. He must have *all* the qualifications necessary to make a thorough teacher; excelling, not in a few points, but in all. Select a man, if possible, who knows what he is about—a man acquainted with human nature, especially the human nature of children,—a man of tact, of ability, of practical shrewdness,—at least as able a man as you would have to manage your own personal affairs. It is of course impossible, with limited means, to secure the best teachers in the country; and it is not always easy to say, at first sight of a candidate, whether he is fit for his place. But there are precautions which can be taken and ought to be taken. Let the applicant for the charge of your school show his recommendations; let the committee be absolutely fearless and impartial in deciding upon his qualifications; let no consideration of fear or favor, no unwillingness to offend or desire to conceal, suffer any District to be obliged to more than waste its hard-earned money in paying an inefficient and incompetent teacher?"

From Lewiston, this:

"The duties of agents are underrated. The office should not be deemed a post which the most stupid man of the District must hold because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of its duties. Let the best men of each District be selected as agents. Our school agents, generally, have looked well to the interests of their schools, and have employed able and efficient teachers."

The Waterboro' report says:

"The ill-success which has attended the efforts of some of our teachers, should remind school agents that theirs is a responsible position, to expend the moneys entrusted to their care in a judicious and economical manner, and to obtain for the service of the District the most competent teachers which their means will allow and we urge upon them the exercise of the most careful discrimination in the selection of those who are to become the instructors of the rising generation, and who are, for the time being, to stand in the place of parents.

"The same consideration should awaken the school committee to a more careful and earnest discharge of the duties which fall to their lot to perform; the appointed guardians of your schools, they cannot be too watchful of their interests, nor too faithful in the discharge of the functions of their office."

And Minot adds:

"The office of school agent is one of the most important and responsible in our common school system. The prosperity of our schools depends very much upon the agents. They have the control of the money, have the whole charge of the school property, the houses, with their furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging teachers. Before engaging teachers, they should ascertain, if possible, what their previous success has been, (if they have taught,) then they can act understandingly, and will be more likely to secure better teachers than they would without any investigation.

Hence the choice of school agent is worthy the most serious consideration of every District."

The supervisor of Saco thus rebukes those agents whose principal aim seems to be, to "keep the money in the district:"

"Agents should not allow themselves to be fettered by a desire to keep the money in the District—an unwise economy, or the claims of kindred, and private interests. There may, and will be persons belonging to the District, qualified to teach the school, but the agent should be left in entire freedom to decide on the expediency of employing such a person. Of several persons who may be eligible to such a position, and any one of whom perhaps may be 'qualified' in the legal sense, there may be different degrees of excellence. The agent, in such circumstances, should aim to select the best, and not be turned aside from such an aim by any minor considerations. Sinister motives, undue regard for the opinions, prejudices, influence or interests of particular persons, or an unwise economy, has sometimes been the means of not only an abortive school term, but of engendering vices in the school, and exciting prejudices, animosities, and feuds, which have festered in the District for years, disturbing its peace and prosperity.

"Again, after the agent has engaged a teacher, and he, or she, is duly inaugurated into the school, it should be the purpose, as it is for the interest, of the District, to rally around the teacher, and make it their business to render the school as useful as possible. Every one should feel that it is *their* school. By sympathy, encouragement, and co-operation expressed by kind inquiries after the progress of the school, and occasional visits to it, success may be insured to a school, that otherwise might prove a failure, and a larger measure of it, where the elements of success were already possessed."

This matter is stated forcibly and at length in the Standish report:

"In many cases, through ignorance or neglect of an obvious duty, the district agents take little or no pains to inquire into the previous educational history of those whom they employ. They seldom ask where, by whom, or how they have become fitted for the high calling of being intellectual guides and tutors to the embryo citizens, lawgivers, and statesmen of this great nation. They seldom inquire at our college or academic halls for a thoroughly educated or suitably endowed teacher. They do not even look to our normal schools or teachers' conventions to ascertain who have sought to qualify themselves properly for their task. They scarcely even search out and select among those who have been teachers, those whose past success gives them title to preferment. On the contrary they simply do nothing till the applicants float along whose chief distinction often is, that they are out of employment, in want of money, and destitute of that amount of knowledge which would convince even themselves that they are totally unfit for the teacher's office. Hence at the last hour, just as the schools are about to commence, your committee find themselves surrounded by candidates of very dubious qualifications and attainments, from whom to select our childrens' teachers. The evil is magnified, the embarrassment under which your committee labor is intensified from the fact that at the first one or two sessions appointed for examination very few present themselves. It is at the latest

possible hour, perhaps but a day or two before the schools are to commence, that a majority come before the committee to be examined. At this late period all the well qualified and better teachers have been sought out and put into employment, in places and by agents where the 'best or none' is the motto.

Hence your committee have often found themselves in this sad dilemma. They must either give certificates to those of whose qualifications they are more than doubtful, or hazard the failure of schools for the season. For if they turn aside the present applicants, they are presented with a new set scarcely a whit to be preferred. The fact is, as already suggested, that the better are either already engaged elsewhere, or that there is no time left to search out the few golden specimens from the educational rubbish by which they are surrounded. To obviate this difficulty, school agents should not improve their appointment merely to give employment to family connections and personal friends, regardless of qualifications or the public good. They should discard every petty prejudice, every personal partiality, and act with a magnanimous regard for evident fitness and the highest welfare of all. In selecting candidates they should use more diligence, make more inquiry, and employ more discrimination by a hundred fold than they now often do. As far as practicable they should consult and act in concert with the Superintending School Committee in the choice of a teacher. When one has been selected, they should see to it that he goes before the committee as long before the school is to commence as possible; so that if there is a failure, time will still be left for another and better selection. As a conclusion of this point we would say to you, fellow citizens, choose the most intelligent, discriminating, and whole-souled men you have for school agents. Then let them co-operate with and sustain the Superintending School Committee, and our schools will soon be delivered from the tuition of blunderers and imbeciles, and placed only in charge of those who can give them the intellectual dignity and elevation to which they should be raised."

The Pembroke report says:

"It seems to be the general impression that when an agent is chosen that he is expected to engage some favorite, some friend or cousin—or that *our denomination* or *party* must be favored. I do not know how far this idea may prevail, but it does to some extent. All agents should obtain the best teachers they can, and above all things, do not get a teacher because you can get them *cheap*. A cheap teacher is a very dear one. A person might with as much propriety make bread from bran, because he can buy it cheaper than flour, as to hire a teacher for a school because he can be had cheap. A good teacher is worth good wages; a poor teacher is worth *nothing*, with a cipher added to his value."

In Rumford they find this evil of *party:*

"But perhaps the greatest obstacle that we have to contend with is party spirit. In some of our largest schools this spirit rages to an alarming extent, and it very much retards the interest of the scholars. The agents will usually hire those of their party regardless of their quaifications."

This is the opinion of the Pittston supervisor:

"There are but few offices in town to which more responsibility is attached than that of the school agent; yet we find him inactive, waiting about home for teachers to

apply, if they will, and for aught I know, he feels himself slighted if there happens to have been an experienced teacher in town who did not come and beg to be employed. Competent teachers rarely run about for schools; and if they do, they are not very likely to offer their labors at the rate of ten or fifteen dollars per month. They know their worth, and demand wages accordingly."

And this from Dedham:

"And now, in closing, we would renew the suggestions of former reports, of the importance of great care on the part of agents to employ well qualified teachers. We believe the success of our schools during the past year, is more attributable to the efforts on the part of the several agents to obtain good teachers, than to any labors or efforts of your committee."

An indiscretion is reported from Livermore:

"The winter term was commenced by the teacher against the wish of a majority of the parents and the advice of your supervisor, and resulted in a complete failure. It is decidedly wrong for any agent to put his own child into a school to satisfy his own selfish ends, regardless of the wishes of a majority of the district.

An irregular and illegal course was pursued by a teacher:

"Before the decision was made in an adjoining room, the teacher left, without the knowledge of the committee—not waiting to hear their decision; consequently no certificate was given. A term of school was kept, however, by the teacher in this district, whether at public or private expense we are not informed. If from any money belonging to the district, it was of course illegally expended."

The following extracts taken at random from a large assortment, of similar tenor, must suffice:

"The interests of our schools would be greatly promoted if our agents would interest themselves in relation to the schools in charge. Teachers are often hired without a moment's consideration, which oftens puts the committee to much trouble."

"One of the great hindrances to the progress of our schools is the want of interest on the part of school agents. Many of them will hire the first teacher that applies for the school, whether they are qualified or not, rather than spend time to obtain the services of a good teacher. Others will hire cheap teachers in order to have a long school."

"I find there is a strong tendency among agents to hire cheap teachers; and there is too much conspiring in choosing the agents in order to get a man that will hire some one's wife's sister or some other relative, without regard to the interests of the school. I have known some person to canvass for sometime previous to school meeting, so as to get an agent that would hire a sister, daughter, or other relative."

And now, gentlemen, if these things are so; if so many of our teachers are incapable of instructing and governing their schools properly, and our citizens by their various neglect, suffer it to be so, am I wrong in saying it is a disgrace and a shame; a shame that so much money drawn from your treasuries for school pur-

poses, is so misapplied and wasted; a shame that the golden opportunities of our children are lost, irrecoverable, through the mismanagement of the schools in which they ought to be properly instructed and trained for the duties of life?

But some will urge that teachers and parents, agents and committees, are not alone in fault; that teachers, of the high qualifications indicated, are not to be had; that no sufficient opportunities are furnished for the education of such a class of teachers as our schools require. To which I reply that agents are not careful to employ the best that *might* be found. Discrimination is too often made in favor of less competent teachers, on the grounds already intimated in the extracts from town reports. School committees, moreover, are far too loose in their examinations; allowing scores of teachers to attempt the duties of the school-room before they are thoroughly prepared to perform them. This preparation they should be compelled to make, at some of our excellent literary institutions. And this can be successfully done in many of these institutions—so far, at least, as the literary attainments are concerned. But again, I admit that there is truth in the charge that the State is deficient in the means of giving to teachers that high professional education which they need. We have no school for special training in the science and art of *school-management*; in which term I include all that pertains to the instruction and discipline of children at school. For this deficiency no individual citizen can be responsible.

The State is at Fault.

We are not disposed to charge the State with want of liberality in the course hitherto pursued in reference to public education. But this certainly may be said with safety: that those who have had a controlling influence in public affairs, have not sufficiently appreciated the magnitude of their responsibility in this regard. Either from indifference or a false notion of economy, they seem to have neglected that careful inquiry into our educational wants which is imposed on them by the VIIIth article of the Constitution, which reads thus:

"A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object, the legislature are authorized, and it shall be their duty, to require the several towns to make

suitable provision, at their own expense, for the support and maintenance of public schools; and it shall be their further duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges and seminaries of learning within the State." Thus it seems that the intent of the provision to endow certain higher seminaries of learning, is to aid in "the *general diffusion* of the advantages of education." In this view, such institutions should be endowed, or created, as have a more direct connection with the common schools, and such other means of instruction should be furnished as will most effectually aid in training our public teachers for their work.

We should not omit to credit the State for what has already well done in this direction. But we must record it, to our shame, that in this year of grace, 1862, being the second year of the Great Rebellion, we have none of those means and appliances, which are deemed in other States so essential to the professional training of teachers. The Normal schools, so called, the institutes and conventions, formerly provided at the State's expense have been abolished, on the ground of inefficiency or too great cost. I trust that this fact, apparently a retrograde movement, is only a halt in the march, to seek some better way, and to gain strength for a strong forward movement as early as possible. Suggestions on this subject will assume a more definite form in another part of this report.

In drawing this picture of our shame, for the outlines of which, the materials have been furnished mainly by other hands, I have only to regret that it is so true to nature and the facts. But I cannot be convicted of having over drawn or caricatured the original. At the same time I should regret that our friends abroad, and even those at home, should look only upon this portraiture of our shame. Another picture of quite opposite character might be drawn from originals found in very many of our towns. Some of our schools may be reckoned as models, scarcely surpassed in excellence anywhere. But these are not found in towns where parents interfere with the school management, and school officers neglect their duty, and teachers doze over their work.

My aim has been to stimulate those unfortunate communities, where their schools are their shame, to attempt the necessary effort to reform the present abuses of a noble system, and make their shame their glory.

In exhibiting thus plainly, some of the damaging features of our

school management, I have acted quite in conformity with the good judgment of intelligent men; one of whom said to the Superintendent a few weeks since: "We shall not expect you to flatter us into the belief that our schools are much better than they are."

Nevertheless, I am justified in the assertion that the schools are improving; that higher notions of education and of the management required to secure it, are entertained by the people.

And we need only a more earnest co-operation of all the parties concerned—citizens, officers, teachers, and the State—to render our school-system, in its practical operations, equal in its efficiency to that of any other State or people, and *Our shame* shall then be remembered only as a thing of the past.

PROPER STUDIES OF THE COMMON SCHOOLS.

A larger number than usual of the difficulties referred to the Superintendent for consideration, during the past year, have grown out of some question of *studies in school.* In some instances, a conflict of jurisdiction has arisen ; the district attempting to decide what branches shall be pursued, and the supervisor or committee claiming the right to control the matter ; or hesitating, and referring the question of his right to my decision.

The question of legal control, as the law now stands, does not seem difficult to solve. Section 49th of the School Law, under the head of "*Powers and Duties of Superintending School Committees,*" contains the following, among other items :

Second—On satisfactory evidence that a candidate possesses a good moral character, and a temper and disposition suitable to be an instructor of youth, they shall examine him in reading, spelling, writing, English grammar, geography, history, arithmetic, and other branches usually taught in public schools, and particularly in the school for which he is examined, and also as to capacity for the government thereof.

Third—They shall give to each candidate found competent, a certificate that he is qualified to govern said school, and instruct in the branches above named, and such other branches as are necessary to be taught therein.

Fourth—Direct the general course of instruction, and what books shall be used in the schools.

It will be seen from the fourth item of this Section, that the "course of instruction" is to be directed by the Superintending School Committee of the town, and that no one else has any authority in the matter, save in the cases excepted in Section 33d, in which a "district, where more than one school is kept at the same time, may choose annually, or one-third in each year, a committee to determine what description of scholars shall attend each school, to *classify said scholars,* and to *transfer them from school to school,*" &c.

An exception is also made of districts incorporated with special

powers, for important reasons, particularly in larger villages, where the whole matter is intrusted to a district committee, chosen for that purpose.

But while the committee have the right to manage the whole matter of studies according to their judgment, they will very naturally and properly seek to know the opinions and wishes of the district, as one means of determining what is best in the premises. The ultimate decision, of course, should be in accordance with their own judgment, and not, *necessarily*, in accordance with the wishes of the district.

There is no doubt that this matter, in a general revision of the school laws, might be expressed more satisfactorily.

The studies in which the teacher shall be examined are *presumed* to be the studies lawfully pursued in the schools; and these are left indefinite, evidently with a purpose. It gives to committees a *discretion* in the amount of literary attainments to require in the candidates who ask for examination. These attainments may be greater or less in amount, according to the standing of the school for which the teacher is examined. At the same time the committee would be justified in extending the examination as far as they judge expedient beyond the course of study pursued in the school. They may wisely judge that a teacher to "be found competent," should know more of any branch than the limited amount which the pupils may be expected to acquire in a given term of study.

Besides the branches particularly named in the section of the school law quoted above, a wide range of studies may be included in the general expression, "other branches usually taught in public schools, and particularly in the school for which he is examined." Thus, whether a teacher would be required legally to give instruction in any particular branch, would depend upon precedents already established; unless the committee should conclude for wise reasons, to direct otherwise. This they have authority to do. For example, if it were found that a large portion of the time had been consumed in preceding years, in the study of certain higher branches, so called, to the damage of the fundamental branches, they would be authorized, against precedent, to prohibit the teacher from spending so much time in giving instruction in those branches; so far at least, as they should judge it proper. On the other hand, should the circumstances of the school allow the introduction of branches which never have been studied, and should the commit-

tee think it wise to introduce them, they have unquestionable authority to do so, any precedent to the contrary notwithstanding.

We come now to consider the more important questions, "what studies ought to be included in our common school course," and "what amount of attention ought each to receive, as compared with the others?" The latter question, particularly, as relating to the pursuit of mathematics and the study of our own language, was discussed briefly in my last report; and I am happy to find the views there presented so generally approved by our intelligent teachers and school officers. But the questions now presented cover broader ground, and constitute together, one of the most important practical topics to which our attention can be called.

In considering the first question, "What studies should be pursued in the common schools?" we must commence by determining the kind of school intended. If we have in mind the common school of the country districts, ungraded and miscellaneous, continuing about ten or twelve weeks in summer and the same in winter; open to scholars of all ages, between four years and twenty-one, and numbering from twenty-five to sixty scholars in attendance, it will be easy to perceive that the range of studies must be very limited. Reading and spelling, arithmetic and geography, grammar and writing, with the multiplicity of classes in each, which we usually find, would seem to be as full a bill of fare as one teacher could possibly serve, even in an ordinary way. I say nothing now of certain miscellaneous exercises which should be found in every school. If now we suppose a winter school to be taught in such a district, with the scholars under eight or ten years excluded, we may find time to enlarge the course very slightly. There may be room for a class in algebra or natural philosophy, physiology or book-keeping, history or physical geography, or the science of agriculture; perhaps for two such classes.

Suppose again, you have a school of two grades; the division made not according to ages, which is a very imperfect and unsatisfactory method, but according to the attainments of the pupils. You may then take two or three more of the studies named above, and what is better, attend to the whole much more thoroughly.

Suppose further, that you have reached the dignity of a tri-graded school, carefully excluding from the higher grades every scholar not thoroughly versed in the studies of the lower, you can indulge your children with a taste of still other sciences; such as

astronomy and chemistry, rhetoric and the science of government. Even the Latin and Greek would not be deemed presumptous, should they ask for admission to such a school. We expect them, of course, in the four-graded school, together with mental and moral science and kindred branches. We have some such schools in the State, taking the places of the old academy, with more than academic success.

But the great majority of our schools being at present ungraded, or graded by only a single division, our chief concern is just now with them.

Looking a moment at the second question, the relative attention which should be given to the different studies, let me say here very generally, much more attention than is usual, should be given to reading and spelling, and much less to the less practical part of arithmetic; more to grammar and less to *ciphering*; more to mental arithmetic and less to the slate; more to geography and history and less to figures; more to the use of pen and ink, and less to pencil and chalk.

At this point in the discussion let me introduce the opinions of various school officers, as communicated in their returns or town reports. No matter at present, whether they agree with each other or with my own. They touch a variety of points in the general subject.

Opinions of School Officers.

The first of these is from the report of John J. Bell, Esq., Supervisor of Carmel:

"In Districts No. 3 and No. 10, are quite a number of scholars who, having advanced beyond the common statute studies, are desirous of pursuing higher studies in the District schools. In District No. 3, no objection, I believe, has been raised to any studies that a scholar has desired to pursue; and Algebra has for many years been a regular study in the winter school. This winter several scholars have also recited in Latin. In District No. 10, however, considerable feeling has grown up upon the question, and last spring it was made, as I am informed, the test question in the election of school agent, and an agent was elected understood to be opposed to the higher studies. My attention being thus drawn to the subject, it became apparent, upon looking at the statute, that the law imposed upon the supervisor alone the determination of what studies should be pursued in school, and therefore that the District were mistaken in their course. I hope to see the time when the means of instruction afforded in the District school will be such as to fit every youth for the duties about to devolve upon him in any station in life, not requiring a liberal education, and sufficient to prepare him to enter college. I believe that the duty of

society to its members will require this, yet it is true that the more important object of the free school is to insure to all the means of elementary education; and nothing should be permitted in school that will impair in the least degree its usefulness in imparting to every scholar a competent knowledge of those branches which the statute requires. Every scholar has a right to require that he shall be first taught to read, write and cypher, with what he needs of knowledge in grammar, geography and history; and if from any cause the introduction of other studies has the effect to produce a neglect of these fundamental branches, it would be improper to introduce them. I therefore endeavored to ascertain in each instance what the effect of the higher studies would be upon the school, and in both Districts I have been satisfied that the introduction of the higher mathematics and the languages, has, so far from injuring the interests of those who were not pursuing them, by the increased interest they have excited, and the livelier emulation they have produced, increased the amount of benefit to the school, to each and all of its pupils. It will be remembered that in each of these Districts the *schools are graded*, and of course the teachers are relieved of the smaller classes who are under the instruction of females in the primary schools. In the miscellaneous schools of the other Districts, it would deserve inquiry before determining that classical studies should be pursued.

"The law requires teachers to be qualified to instruct in history and in writing, both of which are too much neglected; the last, I have no doubt, from the felt incompetence of teachers, in large part, and in some part from a prevailing idea that it can better be learned elsewhere. The idea exists that history is a dry and uninteresting study, and the arch tyrant fashion has not favored its pursuit. In both particulars I am satisfied that the practice is wrong, and I cannot too strongly recommend to parents the propriety of seeing that their children are properly instructed in these important branches; and to my successor in the supervision of the schools, the necessity of particular attention in this direction. While a few of our scholars, through the aid of writing schools, are acquiring a hand of which they need not be ashamed, the majority, having been taught, or rather permitted to learn, the form of the letters, are thenceforward left to drag along with only such improvement as a naturally correct taste in matter of form, or an accurate eye, may suggest. In fact, while writing has, by those who have particularly attended to it, been reduced to a system, and those who receive the benefit of suitable instruction are probably better penmen than their predecessors, it is probably true that the rising generation, as a mass, will be much worse writers than their fathers. The committee a few years ago endeavored to remedy the evil by requiring the use of Payson, Dunton and Scribner's system of writing-books. I then doubted the efficiency of the remedy, for these reasons: I. The teachers were generally too ignorant of the system to instruct in it. II. It would, I thought, be found impracticable to enforce the rule requiring the use of the books. And experience has, I think, shown that I was right. Whoever has the supervision of the schools the next year, should at an early day give his attention to this subject, and devise, if possible, some plan before the summer schools commence, which may improve our schools in this respect.

"In a country like ours, which rests upon the wisdom and virtue of the people at large for its support, the study of history is particularly necessary; for without a knowledge of the history at least of our own country, no man is fully competent to discharge the duties of the citizen. It is, therefore, much to be regretted that this

useful, I had almost said indispensable study, has been almost wholly abandoned. The study of history, by familiarizing the mind of the scholar with the struggles and self-denials of our fathers, through the whole of our earlier history, with their hopes and fears, their many hardships, and their final triumphs, will most effectually inculcate that lofty sentiment of love of country, which in this dark hour of trial must be the nation's safest reliance, and will most surely secure us against future attempts to overthrow those principles and institutions with which we have been blessed as the fruit of their labors."

E. Wellington, Esq., of Alton, suggests an important topic:

"It is recommended that the Constitution of the United States and the Declaration of Independence be introduced into our public schools, and used as reading lessons as often as once a week. This would be a very proper exercise in these times of rebellion and secession. It would be the means of bringing up the rising generation with proper views of Republican institutions, and cause them to place a just value upon the blessings of civil liberty and religious freedom which the people of this country have so pre-eminently enjoyed the past eighty-six years. We should do all in our power to impress the community with proper views of a Republican form of government, and enstamp the principles of our noble Constitution indelibly upon the minds of the young. Let, then, the Declaration of the patriotic fathers of revolutionary times be well understood, and the instruments framed by them for our political guidance continue to be the guiding star of their descendants under every circumstance in life. This would be one way of causing our schools to subserve a glorious purpose, and give to the young a knowledge and love of our free institutions."

More effort in the same direction is suggested by H. C. Preble, Esq., of Garland:

"I would have all strive to inspire the young with a love for our country; a love for our civil and religious institutions; a love for our rugged hills, our lofty mountains and fertile valleys; a love for our countless rivers and innumerable lakes; a love for the North and a love for the South; a love for the East and a love for the West; a love that will grow with their growth, and strengthen with their strength; such a love as influenced those lion-hearted men of '76; such a love as shall make their sinews like steel, and fire them with courage to strike, till there shall not remain a foe, domestic or foreign, who shall dare lift his hand or raise his voice against our beloved country and its glorious institutions."

Another gentleman affirms that:

"Next to the importance of reading, spelling and writing, is a knowledge of arithmetic to a certain extent; but a large number of our scholars pay more attention to mathematics than to all other studies, and a large majority make that their hobby. Now let me inquire, which will bring the most useful knowledge, puzzling on an abstract question in arithmetic, or learning something of the surface of the earth; the construction of our language into sentences; the mechanical powers which we are every day using, and looking into the simple historical facts of even our own country? There are but very few of our children who pay any attention to History."

The committee of Auburn re-inforce an important point:

"In our report last year we called particular attention to the fact that a most pernicious habit had been steadily creeping into our schools—that of studying the so-called 'higher branches,' to the exclusion of the more profitable studies; that reading, writing and spelling had been sadly neglected or ignored, while arithmetic, algebra, geometry and Latin, had usurped their places. We are happy to state that our recommendations had the desired effect, and that the teachers in those schools where the evil had been the greatest, have during the past year checked its progress and brought them back to a healthy state. It may not be inappropriate for us to add that since everything cannot be studied in the common schools as they are now constituted, in our opinion those studies should be pursued first which will be of the greatest practical value to our children when they shall have entered upon the active duties of life. Arithmetic is usually commenced at the age of seven or eight, and continued as long as the scholar attends school. Whether this is commendable depends upon circumstances. If it does not assume an undue prominence, and other branches are pursued with corresponding progress, then no objection can be made to it; but if the majority of the scholars' time is devoted to it, and it 'overshadows and dwarfs all other branches,' then it should be discouraged. The answers to the following questions may be suggestive alike to teachers, parents and scholars. How many of our scholars can take up a newspaper and read the news intelligently, distinctly, agreeably, and without hesitation? How many can converse with grammatical propriety? How many can express their opinions in public with accuracy, clearness and force? How many can communicate their thoughts through the press, and punctuate the article correctly? How many can draw up ordinary business documents, and write them in a fair and legible hand? How many can keep a set of books in a common country store? How many can answer ordinary questions of history concerning our own country? If these questions were put to our scholars through the teachers, or even to the teachers themselves, what a melancholy spectacle their preparation for active life would present!"

Rev. Mr. Hawes, supervisor of Bridgton, says:

"The wish has sometimes been expressed, that there might be introduced into our common schools a simple, comprehensive manual, whereby the child who is 'father to the man' should receive all needed tuition as to the manner in which he should demean himself as a citizen; so that he might not in after life be driven or coaxed to the ballot box, at the word of self-constituted leaders. There would seem to be some reason in this wish, when we consider that we live in a land where no tyranny silences the instruction which our children need, and to which they have a right. Why should they go on through the whole term of their education for the duties of life, committing to memory the rules of grammar, the facts of geography, and the calculations of arithmetic, to the entire neglect of the principles of legislation under which they are to live? If we were Italian lazzaroni, or Russian serfs, or Austrian peasants, there would be a reason for this, found in the fact that where law itself is kept in the dark, the subjects of law are so far held under, that they cannot lift themselves high enough to look at the principles which lie at its foundation. But as it is, should we not obviously covet for ourselves and for our children, an acquaintance with the genius of our government, and a preparation to act the part of wise and loyal citizens."

A. P. Bonney, Esq., of Buckfield, thus discourses:

"A course of study should commence with reading and spelling, and the pursuit of these branches should be continued throughout the whole process of education. They both receive too little attention, and the number of really good readers and spellers is comparatively small. There are no branches of learning more neglected than these. Especially is this true of spelling. Penmanship has been almost entirely excluded from our schools for several years, either through the neglect of teachers or committees, or both. Your committee have made special efforts to correct this evil, during the last two years, and their labors have been crowned with tolerable success. Where, we ask, will the majority of your children ever learn to write, unless in a public school? These furnish the only opportunities in this respect, which the circumstances of most parents will allow their children ever to enjoy, and your committee most earnestly recommend the study of penmanship to all our teachers. Let a few hours be set apart for this purpose each week. Will teachers and parents look well to this matter, as it is is strictly required by the laws of our State, as well as by sound judgment and good sense. In the opinion of your committee, too much time is spent in all our schools in the study of arithmetic—more probably than in all other studies combined. A thorough knowledge of Greenleaf's Common School Arithmetic is sufficient for all practical purposes, and when scholars have mastered this, it is recommended that they devote their time to other studies which will be of practical benefit to them in mature years. The study of history is very important, especially the study of the history of the United States, with which all youth should be thoroughly acquainted."

L. D. Bean Esq., of Gilead, enforces the importance of learning to read:

"Reading, as a study, has been too much neglected in our common schools. It is not unfrequently the case to find scholars trying—I cannot say studying, but trying to study, written arithmetic, before they can read a rule. Now should this be so? I answer emphatically, No! Learn to read and spell at the commencement, then you are prepared to do something else. I do not mean by this that scholars must be perfect readers and spellers before they are prepared for other studies, but that they should be able at least to read in the primer, and spell as much as their names!"

The Westbrook committee, Rev. J. T. Ashby, chairman,

"Think that too many studies are pursued in our common schools, as they multiply classes, unduly increase the labors of teachers, and tempt scholars to enter too soon upon the study of the higher branches, to the neglect of the common studies, which are more important. We fear that this evil is increasing; and we know not how to remedy it, except by adopting the *Graded System* of Schools. This system was adopted in District No. 10, last spring; and the experiment thus far has been entirely successful. There are three grades of schools—primary, intermediate and grammar. The studies, as well as the method of classification, instruction and discipline, have been wisely adapted to the ages, capacities, and attainments of the pupils in each grade; and their consequent deportment and improvement such as to elicit deservedly the hearty praise of visitors."

Jonathan A. Smith, Esq. of Fairfield, very truly remarks:

"The two branches in which improvement is more particularly obvious, in most of the schools, are reading and writing. Still, penmanship is too much neglected, and the same is true of spelling. A certain wise man of the ancients being asked 'what things he thought most proper for boys to learn,' replied, 'those things which they ought to practice when they become men.' And what part of education is more practical through life, or in what branches is accuracy more important, than in spelling and writing? We hope our teachers and scholars will think of this."

Dr. J. Fogg, chairman of the Holden committee, says:

"We have long been satisfied that some change is required in the system of teaching geography in use in our schools. With the use of the old books, we perceive a marked decline in the interest of the scholars in that most valuable branch of knowledge. There is no study, perhaps, more necessary to enable one to mingle with men in the best intercourse of social life, to read with profit, and to appreciate the current news of the day, than geography, which is a description of the earth in the varied contents of its surface, and the distribution of man upon it. Text books in this science should not burden and tire and disgust the mind of the learner. We may have too much of a good thing. And just here is the error of many text-books for beginners."

John Garland, Esq., chairman of committee of Parsonsfield, thus reports:

"I have also urged the necessity of devoting more and closer attention to reading and spelling. These branches, although they seem to be almost the body of an education, have received but a limited share of attention in our schools. They have been made to give place to other, and perhaps more popular studies, but by no means as important ones. That we have taken a step in the right direction is plain to be seen, especially in reading, if we will but compare the schools of the present winter with those of other years. But the good work begun must not be allowed to stand still. Upward and onward should ever be our motto."

A. S. Nutting, Esq., supervisor of Otisfield, remarks:

"In this school one of the best classes in reading is to be found. Their distinct enunciation, modulation, accent and cadence showed that reading had been pursued as a study instead of being passed as a useless performance. Arithmetic and grammar were skillfully and critically taught. The writing books were specimens of perfect neatness. Several pieces of composition were shown us, which exhibited a knowledge of applying the rules taught to the construction of sentences, and that superficial education was not the thing aimed at, but the improvement of the mind. Several of those pieces were read in public and gave great satisfaction.

The supervisor of Alton remarks:

"These branches—algebra philosophy, &c., may be introduced into our common schools whenever they can come in without displacing the other studies that properly belong to these primary institutions. But in a large proportion of our country schools, the scholars are young and unlearned in nearly all the previous branches. Of course the introduction of the higher branches of study, such as algebra, philoso-

phy, chemistry, astronomy and the classics, would be very improper and should not receive the encouragement of the educators of these times of boasted light and progress."

The New Gloucester report, Rev. Mr. Rounds, says:

"Writing has been shamefully neglected in every school with the exception of the Shakers', for some years past. Your committee have endeavored to urge upon the several schools the necessity of devoting a portion of time to this useful branch of education. Some teachers have made a little effort to have their pupils write, but parents have refused to furnish the necessary materials to write with; hence the teacher has been foiled in his attempt to introduce effectually this necessary branch of instruction. There must be concert of action."

Simon Hackett, Esq., of Temple, says:

"In all our concern with the schools we have aimed at thoroughness in elementary studies and primary lessons; and this because it is so common for learners in our common schools to leave the essential rudiments in too much haste, or before a proper knowledge of them has been acquired. We have aimed also to impress teachers and learners with the impropriety of giving special attention to some branches of study to the almost entire neglect of others vastly more useful and important. Better, far better, in our opinion, for every slate and pencil to be kept at home, than to have spelling, reading and grammar lessons neglected for the sake of arithmetic, especially in our summer schools."

Dr. Hiram P. Briggs, supervisor of Livermore, reports a spelling match:

"In order to incite our teachers and scholars to a deeper interest in reading and spelling, I gave notice in the town that the District which would show the best reading and spelling should be presented with a copy of Webster's Unabridged Dictionary. The trial came off the 8th of February, and ten Districts were represented. But owing to the inclemency of the weather, but two of the committee that I engaged to be present were there. Those two gave their preference in reading to District No. 9; and the committee on spelling, to District No. 11. To save the trouble of bringing the two Districts together for another trial to determine which should have the prize, five of our teachers provided one Dictionary, and your supervisor another. Hence two were purchased, and are now ready for those two Districts. I would recommend to my successor to continue these spelling matches till every District in town is presented with a copy of the large Dictionary."

Mr. J. Burton of Cushing, writes:

"While we value a thorough knowledge of arithmetic and the higher branches of mathematics, we cannot help deprecating the practice of drilling youth term after term, in this, that, and the other series of different authors, to the neglect of other branches quite as important. What advantage would it be to a young man or a young lady to have a profound knowledge of figures, while they are so ignorant of other sciences as not to be abie to bring their mathematical knowledge into practice? Would it not be better to devote a part of the time thus spent, in acquiring a more

thorough knowledge of grammar, history, book-keeping and geography, the copying of deeds, drafts, bonds, notes and contracts; natural philosophy, physiology, &c."

The brief extracts following, contain noticeable hints :

"We congratulate ourselves and all interested, upon the evident industry and faithfulness with which both teacher and scholars are acquitting themselves. We notice, with great satisfaction, that Mr. F. has a class in a new and most valuable text-book, 'The Science of Common Things'; a book we should rejoice to see in the hands of all our larger scholars."

"The classes were quite numerous, and perhaps it would have been to the advantage of the school to have devoted the time spent in book-keeping, to arithmetic and grammar. Mr. W. made the study of anatomy and physiology very interesting and profitable to the whole school. By the way, the study of the human system and its functions should become one of the principal studies in our public schools."

"It is our impression that with a greater variety of studies, and a more manifest interest among the parents, the school would have made greater proficiency; with only two or three studies in a school composed mostly of large scholars, it is almost impossible to sustain a lively interest. Large boys and girls should have a higher ambition than to obtain a smattering of arithmetic merely, discarding all other essential studies.

"Parents: See that your children are provided with grammars, geographies, and all other necessary books. Your school would soon rank much higher."

"Music is an important attainment; was attended to, and such music as I heard there was inspiring."

"Miss F. is a good disciplinarian, and very thorough in all her instructions. She paid more than usual attention to composition and declamation, and with marked success. The examination passed off in a manner highly satisfactory to the committee, and also to the parents and friends who were present to witness the exercises. The compositions, we think, were superior to any we ever heard read in a district school; and the pieces, especially the dialogues, were well spoken."

It will be seen from these extracts that there is a great diversity of opinion as to the branches which should be taught in our public schools. Some would limit the range of studies to the merely elementary branches, while others would extend the course to include the classics and higher mathematics. No doubt the desire of all concerned is to embrace as many studies, and carry them as far, as may be consistent with thoroughness in all. Some are very anxious, as all should be, not to neglect the most careful drilling in the elements of knowledge; and others wish, while not neglecting these, to pass on to still higher attainments. And among the higher branches, so called, some would prefer that attention should be given to natural sciences, and others to languages or mathematics. Now it is not to be supposed that any plan or system

can be adopted which will please everybody. Nor can any one system be adopted which is equally suited to all schools and all communities.

I can only say that those who are anxious that their schools shall accomplish for their children all that is possible, must find the means of a better classification than usually obtains in our country districts. In the first place, all the larger schools, such as as are found in the villages, and more important centers of population, should be judiciously graded. But a large majority of the country schools cannot avail themselves of this arrangement. The number of pupils and the amount of money warrant no division. What then? Reduce the number of classes, pursuing the same branches of study; whether with reference to a more thorough study of the branches already undertaken, or to the introduction of others.

In a school which I visited a few weeks ago, the teacher informed me, that with about forty scholars, he had *fifteen* classes in the forenoon, and *seventeen* in the afternoon. One may judge how thoroughly the recitations of each must have been conducted. This multiplication of classes is one of the great impediments to progress in the common schools. It grows out of a multiplicity of text books, irregularity of attendance, and a disposition on the part of scholars to study in such a part of the book as they *desire*, and an unwillingness to have the teacher or committee decide for them. Parents, also, sometimes set up their authority, or express their determination to have their children pursue this study, and at this place in the book, and no where else. Now, until this folly can he overruled, and a system of classification be established which shall reduce by one-half or three-quarters, the number of recitations attempted, we can have no satisfactory instruction in the elements, and no progress in the higher studies. Parents and scholars must be willing to yield their individual fancies to the imperious necessity of better classification; and committees and teachers must co-operate in making such an arrangement of classes as will best meet the wants of each school.

But with the best classification possible to be made, there will still be many branches which cannot be pursued in all schools, as matters of regular study and recitation. History, for example, cannot be carried to a great extent, in most of our country districts. It may, however, be *read* by some of the classes in school, as a

part of the reading exercises. A hand-book of agriculture, which in some schools might be studied consistently with other pursuits, may in a still larger number of schools be read, and thus introduced to the notice of scholars whose interest would be awakened to a further investigation of the subject. The same may be said of other branches of knowledge, as natural history, the "philosophy of common things," or the science of government, &c.

Again, where anything like class-reading on these topics would be impracticable, the teacher might read, with explanations, from popular scientific works, a few minutes each day, for the double purpose of relieving the weariness of pupils and increasing their fund of general knowledge. I speak of the teacher's *reading*, because many of our teachers are incompetent to pursue the still better method of presenting such subjects in simple lectures or familiar talks.

And lessons—whether upon *objects* and *pictures* in the primary schools, or upon *subjects* requiring more thought in the higher schools—can be made the source of varied and valuable knowledge, as well as of intense interest to the scholars, if the teacher has the skill and enthusiasm to conduct the exercise properly. Teachers will find assistance in managing this kind of instruction from several works just published upon this subject. Such are the volumes published by Barnard, Welch, Calkins, Willson and Sheldon.

And let parents, teachers and friends of education remember that while everything cannot be taught in a day, and while only a small segment of the great circle of knowledge can be acquired, at all, in the common schools, yet by patient continuance in well-doing, by improving the system and the management of our schools, here a little and there a little, we shall make progress towards the attainment of our highest desires in this regard. On the other hand, by giving way to discouragement and indifference, we shall wholly fail, and fall backward into confusion, inaction, and ruinous loss.

THE DISTRICT SYSTEM.

The system of school districts prevails throughout the State, except in a few of our cities and larger towns, where it is partially or wholly replaced by a general municipal arrangement. The superiority of such an arrangement, where it has been fairly tested, no one questions for a moment. To leave the school affairs of any city to be managed by the several wards would be regarded as simply absurd. It is conceded that the circumstances of our country towns are different, and require a different management of school affairs. It is believed, nevertheless, that even in our country towns, many of the difficulties now existing, would be obviated, or greatly relieved, by adopting the general features of the municipal system.

I do not introduce the subject to recommend the abolition of the district system immediately, but to call attention to some of the evils connected with the present arrangement, asking men of intelligence in the Legislature, and out of it, to aid us in discovering some better way.

One of the evils of the present system, known to exist in nearly all our towns, is the tendency to divide and sub-divide the districts, until the efficiency and value of the schools are nearly ruined. Complaints of this evil are contained in the following passages from town reports:

The Auburn report says:

"Nothing can be more erroneous than the idea that small schools are more beneficial than large ones—that every parent must have a school-house within a stone's throw of his dwelling. The large number of small Districts, and consequently small schools, is certainly very much to be regretted, and should be immediately remedied. The entire abolition of the whole District system, and placing it under the direction of the municipal officers of the town, or of a board of directors—a plan which has been so successfully adopted in the cities and many of the towns of the State, would undoubtedly be a great improvement on the present arrangement. The number of Districts should be reduced to ten, which would increase the amount of schooling, give vastly better schools, and enable the agent to procure more competent and experienced teachers. Every teacher knows that a class of twenty can receive nearly as much instruction as a class of ten, besides large classes and large schools are more interesting to both teacher and pupil. If the school becomes too large, grade it."

A similar voice is that from Bethel :

"One great hindrance to the better organization, classification, and working, generally, of the schools of this town, is the smallness, as to numbers, of many of the districts. Few districts have pupils enough in their schools to make classification of any practical importance; and some have so few that no teacher, having industry and energy, would engage in them. Whether much can be done to remedy this evil, is doubtful, until a better and wiser public sentiment substitutes the present subdividing propensity. When men prefer a better and longer school to an inferior and shorter one, though it be half a mile further from their door-steps, some improvement may be made in this respect. By reference to the table at the end of this report, it will be seen that No. 23 numbers so few pupils that it demands an undue tax upon other districts, to enable it to sustain any school. It is recommended to abolish this district, and allow those residing within its present limits to unite themselves to such other districts as they may choose."

Brunswick reports the following :

"The school was small, and for this reason neither teacher nor pupils had much to stimulate them. The exercises in arithmetic on the board, it was noticed, were performed better than they were explained. It would be a gain if the pupils of schools which have become so much reduced in number, were sent to the neighboring school."

And this is from Danville :

"This term was for the benefit of small scholars near Danville Junction, and was kept in a dwelling house in that neighborhood. Many of the scholars in this District are deprived of nearly all their schooling. Something should be done this present year to remedy this great evil; nor is this inconvenience confined to this part of the town, but almost every District in the town needs some change in its boundary, and until this change takes place, our schools will never take that elevated position they otherwise might."

The want of enthusiasm in small schools illustrated by the supervisor of Phipsburg :

"But as two or three small sticks cannot make a great blaze, so a very few scholars in a large room cannot awaken much enthusiasm, either in themselves or their teacher."

Another town reports the following :

"This school is rather backward, and altogether too small. The scholars need and ought to have more schooling. We would recommend that the District be united to some adjoining District, in such a manner as to give longer and better schools. As it is now, they get but eighteen weeks, while every District should have at least twenty-four, and ought to have thirty weeks of school. It seems to us a great misfortune that this District was divided, as we understand it was, a number of years ago. The District should see to it immediately that something is done, so that their children can have the advantages of schooling which many others in town are deriving from larger schools."

The smallest yet, in Raymond:

"When I visited this school, soon after it commenced, I found Miss J. keeping 'ward and watch' over two forlorn-looking little folks. There was such a melancholy, lonesome air about the school-room, that I was glad to escape from its depressing influence. The school had been keeping several days, and but four scholars, 'all told,' had made their appearance, and there was no prospect of any more coming. Under these circumstances I advised the agent to discontinue the school, and have but one term, to commence early in the autumn."

Upon the union of districts the supervisor of Alfred says:

"If these districts could be united, the old houses disposed of, and a suitable building erected, then there might be a graded school, and of longer continuance than they now have, and the pupils would receive a much greater amount of instruc- than they now receive. We have pupils in these districts, pursuing the higher branches, which now have to be excluded from the schools because they are so crowded, and so many different classes have to be made in the lower branches that no teacher, however competent, can do the school justice. These advanced pupils, now, if they pursue their studies, have to incur an additional expense of hiring a competent teacher for a high school. The system is penny wise and pound foolish. We recommend that these districts effect a legal union at an early day, so that they may be soon reaping the advantages which would be sure to follow."

Another evil which would be necessarily relieved by the adoption of the municipal system, is the constant liability to petty feuds and neighborhood quarrels, growing out of district mis-management.

They experience this difficulty in Levant:

"This district can never safely reckon upon a good school until all matters of difference with respect to the school are adjusted on a firm basis; that adjustment strictly adhered to; and the parents co-operate heartily with the teacher in his efforts."

The supervisor of Limington has occasion to say of one district:

"A division in the sympathies of the district might have done much to detract from the teacher's influence. We here remark it to be doubtful whether any term in this district can be made really profitable to all concerned, under existing circumstances; and recommend that at the earliest practicable opportunity, measures be taken for their relief, by uniting this with some other district."

In another town it is said that

"One district is kept in a quarrel by a sectarian division between two orders of people, etc.

Incompetent Agents.

But the chief difficulty, doubtless, grows out of the ignorance or neglect of the agents; in consequence of which many a school be-

comes a total failure. Their carelessness in employing teachers has been already set forth in another part of this report. The following extracts will show their remissness in other respects:

"Last spring I distributed the blanks for School Agent's Returns, not one of which has been handed in; and I have been obliged to go around among the several districts to get the number of scholars."

"The statistics derived from agents' reports come to me in very meagre amount. The superisor has no hold, whatever, upon school agents, and unless he goes to each one in person, and sees that he fills out his report and then takes it from him, the chances are ten to one, he will never get it. If a portion of the return is to depend on agents' reports, the law should be so modified as to oblige them to make out and return them in season.

Again, it is extremely difficult to get the number of scholars for the year in season to make the return "on or before the first day of May," and if we depended on the agents it would be impossible."

"There are objections, in my mind, to allowing agents so much power, considering that through combination of circumstances, the most illiterate, predjudiced and obstinate men are brought into this office, injuring the schools, making trouble for the committee, and pursuing such a course as to break up good feeling and harmony in the district."

"Our agents, almost without exception, neglect to make the returns required by law, or to notify the committee of the time of commencing or closing the schools in their respective Districts. Teachers also neglect to make their returns; thus leaving the committee without data from which to answer the inquiries of the Superintendent. In fact, under existing laws and the present state of public sentiment, school committees and supervisors are almost entirely powerless, and, I might add, almost useless. We need a radical change in our school laws, taking the control of our schools from the Districts and placing it in the hands of competent men. When this is done, we may approach the smaller hindrances to the progress and prosperity of our schools with some prospect of effecting their removal."

"Having waited until about the first of May for the agents to make their returns, and hearing nothing from them, I went to the selectmen, expecting to find them in their possession, but did not find them. Then I visited the agents through the town, and finally found them."

"It is difficult to make out, with any degree of accuracy, the answers to some of the questions of this blank, on account of the awkward, imperfect returns of school agents. They seem to regard these things as of no account, and if they give the amount expended by themselves for school purposes in their own District, they seem to consider their duty to all parties accomplished."

"It is impossible for me to answer the above questions, as agents have not returned their blanks. They do not seem to understand the importance of so doing, and I have not the time to hunt them up."

It has been suggested in extenuation of this remissness of school agents that they receive no compensation for their services,

and cannot therefore be expected to spend much time in their official duties. I need not remark that this is only the *shadow* of an excuse. Every agent knows when he takes his oath of office, that his labor must be performed without pay; and when nominated to the office he is at perfect liberty to decline, if unable or unwilling to perform its duties. But the consideration thus urged in excuse, *is* an argument in favor of some modification of the present arrangement which is so generally unsatisfactory.

The district system was abolished in Massachusetts, in 1859. It was restored in the autumn of the same year, under the influence, it is understood, of an apprehension that political capital would be made of it against the party in power when the law to abolish the system was passed. However that may have been, Mr. Boutwell, then Secretary of the Board of Education, says in his report, the following winter, that when the committee was considering the expediency of abolishing the district system, he expressed the opinion that the people were not prepared to accept the change, without serious opposition in some counties. He was himself unwilling to make an educational measure the subject of a public controversy in the State, and could not advise the passage of the bill under the circumstances. He did not doubt the wisdom of the change contemplated, if the people were prepared to accept it. He then goes on to say: "I am now constrained to declare, as the result of extensive correspondence and interchange of sentiment with the people of the State, that their attachment to the district system, is not as strong as I formerly supposed; and that a large majority are prepared to accept its unqualified abolition." He advises the inhabitants to "take the matter into their own hands, and reconstruct the system upon a basis which will admit of economy, progress and efficiency." When he entered upon the duties of his office he had faith in the district system. Experience and observation had destroyed it. He speaks of it as a system "admirably adapted to secure poor schools, incompetent teachers, and a waste of the public money." Every intelligent man in Maine, with ordinary opportunities for observation, must reach the same conclusion. As before said, I do not recommend the immediate substitution of the municipal arrangement for the district system, in the country towns; but I would have the matter widely discussed, and have the public mind become familiar with the arguments in favor of the better way.

Shall the Committees employ the Teachers?

One of the questions propounded in the last year's blanks for school returns, was this: "Would the school interests of your town be promoted by so changing the law as to require the committees to employ the teachers?" Two hundred and three (203) of the returns contained answers—a simple yes or no—to this question. Of these, one hundred and twenty-nine (129) were "yes," and seventy-four (74) were "no." Many others contained a brief argument, or statement of facts, in favor of such a change. *Not one* attempted an argument against it. A few objections which might arise, were suggested. We should bear in mind, of course, that these responses came from school committees or supervisors, whose judgment *may* have been influenced by their relations to the matter, to favor the change. On the other hand, some of the negative replies were made by school officers, who intimated that they would shrink from so much responsibility and odium as might attend the discharge of the duties thus imposed. But making what allowance you please, for considerations of this kind, the response in the aggregate is a very loud demand for a change of the law in this respect.

The following are specimens of the answers received in response to the question proposed:

"We are decided in the belief that the interests of our schools would be promoted by so changing the law as to require the committees to employ the teachers. We think that the business could be done with much less trouble and expense, with better satisfaction and with less liability of employing poor teachers."

"If the law were so altered as to require the committee to employ the teachers, I believe the interests of our schools would be highly promoted."

"I think were such a law fairly in operation, it would be for the advantage of our schools, as many of our agents are totally unfit for the office."

"You ask the question with regard to committees' hiring teachers. Very many of our voters are dissatisfied with having a school committee at all. They consider school committees as little better than humbugs; so much so, that if we undertake to work any slight change which we believe to be for the real interest of our schools, their 'backs come up.'"

"It frequently happens that persons wishing to teach in certain districts, in almost all towns, commence a system of electioneering early in the summer, directly or indirectly, personally, or by the agency of friends, the object of which is to secure the election of such school agents as will be favorable to their employment. Hence many teachers are employed to take charge of particular schools for which their qualifications are by no means adapted. It also happens, in some instances, that

persons of superior attainments are employed at a liberal compensation, to take charge of schools not far advanced, which might have been as well served by teachers of more moderate attainments, but possessing an equal, and sometimes a superior aptness to teach. At the same time some of the most advanced schools are placed under the care of teachers whose attainments are but little in advance of some of their scholars. If committees or supervisors were the employers of the teachers this disadvantage might in a measure be avoided."

"One of the great hindrances to the prosperity of schools in our town this year is the desire on the part of school agents to procure schools for members of their own families; and I am led to believe that the agency has in some instances been sought with a view to obtain such situations."

"About committees employing teachers. When a committee becomes acquainted with the wants of the schools, the capabilities of different teachers, etc, then, in my opinion, should they employ the teachers."

A much larger number of extracts touching this subject may be found under another topic in this report; all going to demonstrate the desirableness of some change by which the difficulty may be relieved. I know of none so effectual as to place the selection of teachers in the hands of the school committees. They are constituted, by existing laws, the sole judges of the competency of teachers; and if they alone had the responsibility of employing them, they would be at once relieved of the temptation—I might almost say the necessity—to give certificates to those who are wholly incompetent. I am aware of many objections which would be made to such a change of the law. It would doubtless be unpopular among certain parties who have their individual and private ends to subserve by continuing the present arrangement. It would be pronounced an *invasion of the rights of the districts*. But I ask, what rights have the districts, in the premises, not conferred by the laws of the State, or by the action of towns under those laws, and liable to be modified or withdrawn for good reasons? Now if the duties entrusted to agents hitherto, have been grossly neglected, through ignorance or willful indifference; if district, town and state are suffering in their school interests, as a consequence of such neglect or incompetency, as is abundantly shown, why should not the proper remedy be applied, even at the risk of giving offense to interested parties? By the law of last winter, each town is required to elect a school committee, one of whom may act as supervisor. This committee should be selected from the most intelligent and competent men.

It would seem safe, certainly, to leave the employment of teach-

ers, as well as their examination, in the hands of such a committee. Some difficulties would still arise without doubt. But I venture to affirm, that the change once effected, and fairly tested, would prove far more satisfactory than the present arrangement. This change does not involve the abolition of the district system. It does remove one of the most serious evils connected with it.

The Penalty of Neglect.

I alluded in my last report to the necessity of some method of enforcing the penalty prescribed by Statute for the neglect of duty on the part of agents. Committees also require some more effectual prompting to a discharge of a part of their duties than those prescribed by the present statute. I beg leave to suggest a more efficient remedy for the neglect of these town and district officers to make the returns required by law. Each town is entitled to receive from the State its proportion of the income from School Funds and Bank tax, if the returns required by law, are duly made before the first of July. Failing in this, the towns now lose ten per cent of their proportion. Let the law be changed so that towns, thus failing, shall forfeit the whole of their share. Applying the same principle to districts, let any district, whose agent fails to make his returns as the law requires, forfeit its share of the State bounties, in the same way. Such a stimulus, acting upon the pecuniary interests of towns and districts, would without doubt prompt to a more faithful discharge of these duties.

NORMAL SCHOOLS.

The necessity of some means of furnishing a larger supply of better teachers for the public schools has been sufficiently shown in a former part of this report. The complaint of "poor teachers" is everywhere heard, and will continue to be heard, louder than the cry of "poverty" and "war." Our intelligent and observing school officers are becoming more thoroughly convinced that the leading agency to be relied upon to supply the deficiency, must be found in the Normal School. The following extracts which I quote from Supervisors, may be taken as indicating the general sentiment. One says:

"The interests of our State imperatively demand the establishment of a State Normal School, for the practical education of common school teachers; not such a miserable substitute as that attempted in this State for a year or two past; but an institution liberally endowed, and fostered by the State and a generous public."

Another remarks:

"If I could have my wish, I would have it proclaimed in the ears of the Legislature in tones that would shake the walls of the State House, "*We must have better teachers.*" In my humble opinion, it would be better to take one half of the money annually thrown away by employing poor teachers, and with it erect suitable buildings and establish a thorough, first class Normal School, even if our common schools were not half so long for one or two years. It would pay handsomely in four or five years. I am really astonished to see the utter inability of a large share of our teachers to impart instruction. The State must move in this matter soon."

I cannot afford the space in this report, to re-argue at length, the importance and value of normal training. The subject has been variously presented in former reports,—my own and those of my predecessors; and the experience of those states in which the system has been fairly tried, is the best proof that their valne is not merely theoretical.

It would seem hardly necessary to dwell upon this point. But I ask you to indulge me in quoting a few passages from the last Report of the Board of Education of Massachusetts; the State in which the first American normal schools were established; one having been opened at Lexington in 1839. After the experience of nearly quarter of a century, this school, since transferred to Framingham, is endorsed by a committee of "Visitors,"—the late President Felton, Chairman,—as efficiently accomplishing "the object of a normal school, which is to prepare teachers for the Common Schools of Massachusetts." "The teacher must know,—then must know that he knows,—then he must be able to make others know that he knows;—then he must be able to govern, mildly but firmly, those who know less than he knows himself. A part of this training may be had in the normal schools. We have no where seen such eagerness in the pursuit of knowledge, as among the members of these normal schools." "The Committee have been struck with admiration, at the amount of acquirement crowded, by zealous pupils of our normal schools, into the short space over which their course extends. The secret of such surprising results as we have witnessed, *lies in the system* universally carried out. Nothing is allowed to pass over without being thoroughly understood. *The pupil knows,—knows that he knows,—and makes others know that he knows.* Many of the exercises in teaching are masterly expositions of the subjects selected. These exercises cannot be too highly commended nor too often repeated."

The committee visiting the normal school at Westfield say:—"The fact that the demand for teachers who have completed the course of study, is far greater than the school is able to supply, is satisfactory evidence that their services are appreciated; and the very general success which has attended their efforts in teaching, proves that their preparation for their work is thorough."

The Visiting Committee of the Bridgwater normal school, one of whom was Ex-Governor Boutwell, remark, in concluding their report, that "The demand for teachers from the graduates of this school continues to be great: More calls for male teachers were made this winter, than there were graduates to supply them. It may with safety be affirmed that the history of this school for twenty-one years, has demonstrated the necessity for Normal Schools, as an essential part of the educational institutions of the State."

Of the Normal School at Salem, more recently established, the visitors say: "This school, under the guidance of the zealous and devoted Principal, and his able corps of assistant teachers, maintains its usual high position. It is gradually assuming the true character of a Normal School, which is highly desirable; attention being directed to those studies that are purely professional, and which are here treated in a manner best calculated to train the mind for the office of a teacher."

Thus the official visitors of all these schools, bear ample testimony to their efficiency and success in fulfilling their appropriate mission. My own observation, in these and other normal schools, has deepened my conviction of their usefulness, and my regret that we are still deprived of such benefits as they yield. The registers of these Massachusetts Normal Schools, for the year covered by the Report from which I have just quoted, contain the names of seventeen young gentlemen and ladies from Maine. The year before, thirty members of the same schools were from our State.

The question having been raised, whether so many as four Normal Schools are needed in Massachusetts, the Hon. Joseph White, Secretary of the Board, remarks: "The fact that our public schools number over 4,500, and are giving employment to more than 7,000 teachers, while the Normal Schools are supplying little more than 100 annually, is conclusive against any reduction of their number or of their force, and furnishes abundant reason for a more liberal bestowal of means upon them, to the end that with enlarged facilities, higher and broader courses of study and mental training, they may supply teachers in greater numbers and of a higher grade, to meet the constantly growing wants of the Cmomonwealth."

And now, gentlemen, if these things are so, in our mother State; if Normal Schools are proved to be well adapted to the high ends contemplated; if their graduates are sought after in much larger numbers than can be supplied; if four schools are not too many for that State with her smaller territory, is it not reasonable to assume that two such schools would be sustained in Maine, with her broader domain, and about the same number of teachers required? And shall we not attempt the immediate establishment of at least one?

Let it not be said that we have tried the experiment. The system of Normal Schools, *so called*, which was adopted three years ago, proved wholly inadequate to meet our wants, and perished of

its own feebleness. While the scheme had some merits to commend it, the means appropriated to sustain it were ridiculously insufficient. Had the $3,600 divided between eighteen Academies, been devoted to the support of one institution, fully equipped for the service, it would have accomplished a better work. Had it been divided between two institutions, which might have contributed an equal amount from their own resources, it would have been very well. Divided minutely as it was, it accomplished *something*, but it could not be expected to meet the demand of the State in this direction. It was therefore abolished by the last Legislature, in accordance with my own recommendation; and a movement was made looking toward the establishment of one or more schools of a more elevated and commanding character.

An Act was passed—Chapter 72, Sec. 3, Acts and Resolves of 1862,—in the following words: "With a view to the future establishment of one or more Normal Schools, which in point of character, shall be worthy of the State and of the age, the Superintendent is authorized to receive from any individuals, or from the Trustees of any institutions, proposals for conducting the same, with offers of buildings, funds and apparatus; the same to be reported to the next Legislature, for such action as the circumstances of the State and treasury may warrant."

In accordance with this Act, I issued the following Circular, on the 24th of March.

To the Trustees of ——— ———

The Legislature, at its last session, passed an act repealing the Normal School Law then existing, and providing as follows:"—(Quoting the Act.)

By the authority thus conferred, the Superintendent hereby invites the attention of "any individuals, or the trustees of any institutions," to the subject of making such proposals as are contemplated in the section above quoted. To explain more fully the intent of said section, and the precise nature of the proposals expected, I will say,

First; That the institutions, when organized for this purpose, will be thoroughly devoted to the work of training teachers for their professional labors.

Secondly; That they will be conducted for this purpose, and for such term of years as may be agreed upon, under the direction of the State authorities.

Thirdly; That the course of study will include the common English branches, in thorough reviews, and so much of the sciences and languages as may be required to be taught in the higher divisions of our graded schools.

Fourthy; That the science of teaching and the art of school management shall be taught, as the leading object of the normal arrangement.

Fifthly; That a model school may be connected with the normal, the better to illustrate methods of conducting school exercises according to improved standards.

Sixthly; That these normal schools, while teaching the fundamental truths of Christianity, and the great principles of morality recognized in the statute, shall not inculcate the peculiar doctrines of any particular denomination; but shall be open to persons of every religious belief, alike, on terms of perfect equality.

Seventhly; To carry out this plan according to the general features indicated above, will require the services of a Principal and two or three associates, at an aggregate annual cost of three or four thousand dollars.

The object of this circular is to ascertain whether any individuals, or the trustees of any institutions in the State, are disposed to meet this public want by aiding the State; at the same time securing to their own communities the advantages of having such institutions located with them. If so, will you please state what facilities you have at your command, and would place at the disposal of the State for a term of five or ten years, in the following items:

1. Number of buildings.
2. Size and condition of the same.
3. Location and surroundings.
4. Means of access by railroads or otherwise.
5. Facilities for board.
6. Cost of same.
7. Amount of apparatus.
8. Size and character of Library.
9. Amount of funds, the interest of which could be used for this purpose.
10. Opportunity for model schools, primary, grammar or high.

Any other information will be communicated, which may be within the subscriber's power to give, to parties desiring to make proposals for this purpose."

To this circular but few responses have been made. The feeling has been expressed that the State in asking proposals from institutions has not manifested a *determination* to accomplish the object, which would be expected from a party thoroughly in earnest. A preference has been expressed, that the State, through some properly authorized commission, should make its proposals to any institution deemed suitable, by its location, and its other advantages, to be made a State Normal School. It is of but little practical moment by just what process the arrangement is effected ; but I have no doubt that an arrangement, suited to the object in view, may be easily made, with some one institution in the Eastern part of the State, and one in the Western, by which our long needed Normal Schols, or one of them, may go into early operation.

The character of the schools required to meet the public demand in this direction, and the nature of the arrangement proposed to be made with some existing institutions, were somewhat more fully indicated in my last report. I have now to ask the earnest

consideration of the Legislature to this matter, with reference to early and efficient action upon a subject so vital to the interests of our common schools.

I am aware that the pressure upon the treasury will be urged as a reason for declining any action which may involve the expenditure of money. I will not attempt any argument to show that the expenditure of a few thousand dollars for this purpose would be wise and true economy, even though it were drawn directly from the treasury. I believe it would be. But I have to suggest one of two ways to secure the end in view, without making it a direct draft on the treasury. The public school moneys distributed by the State have increased regularly by some thousands each year. Let the increase of this year over the last be devoted to the expenses of the Normal Schools. This would not be a *diversion* of the school funds in any proper sense. It would be merely to take a hundredth part, to render the remaining ninety-nine parts far more valuable. In the State of Massachusetts, *one half* of the whole income of the School Fund and Bank Tax, is devoted to the support of the Normal Schools, the Board of education, Institutes, Conventions, &c. What they reckon a wise and legitimate use of their school funds, to the extent of one half of the whole income thereof, we should not regard as a mis-appropriation, to the extent of the small fraction required.

Again, I am fully persuaded that the public lands, now reverted to the State, cannot be appropriated to any object from which the State will receive so large a return, as if devoted to purposes of public education; prominent among which would be the support of two good normal schools. Such a portion of these lands, at least, might be wisely appropriated, as would sustain such schools for a period of five or ten years. It would not be necessary to sacrifice the lands to raise the funds needed for early use. These could readily be raised on the lands, as security, until such time as the state of the market should warrant a sale. Complaint has been sometimes made, that various schemes for the disposition of the public lands have had in view the benefit of particular sections of the State or local institutions, or private individuals. To this plan, no such objection can be urged. Every town, every school district, nay, every son and daughter of the State would soon reap the benefit of the appropriation thus made, in the new impulse given to the cause of common school education. The standard of

excellence in teachers, and modes of instruction and government, would be at once elevated ; other institutions would profit by the example and influence of the normal schools, and the whole tone and style of our educational affairs would be improved, in every section of the State.

For such an appropriation of the public lands the active citizens of the next generation would have occasion to bless the legislature of to day ; whatever disfavor the measure might receive from interested individuals or sectional parties, or the advocates of counter schemes.

But by whatever method the means may be raised, is it asking too much of our legislative fathers, to postpone no longer a measure for which intelligent men of all classes, parents, school officers and teachers, have been asking so long ?

Institutes and Conventions.

In my last annual report I expressed the conviction that the Institutes and Conventions of former years had done much to awaken and sustain an interest among our teachers and the community, in the work of education. Teachers feel the loss of this agency and ask earnestly for its restoration. In the single county of Lincoln, an Institute was held in September last, sustained by funds appropriated for the normal class in that county the year before, and not then expended. The exercises were conducted by your Superintendent, assisted by Professor H. Brickett of New-Hampshire, and Mr. R. A. Rideout of Belfast. Besides the lectures and lessons given by the conductors of the Institute, lectures were read by Messrs. S. F. Dike, and L. Dunton, of Bath, and Rev. H. Merrill of Wiscasset. Much interest was manifested by the teachers in attendance and by the citizens of the place ; many gentlemen participating in the evening discussions.

In the absence of Institutes sustained by the State, the teachers in several counties were invited to assemble in voluntary conventions, for the purpose of listening to lectures and discussions upon educational topics. Such conventions were held with more or less of interest and success, in Saco, in Gorham, in Norway, and in Solon. The exercises were sustained by the voluntary aid of teachers and professional gentlemen, by lectures, discussions, essays, and recitations in illustration of various methods of teaching.

The STATE TEACHERS' ASSOCIATION held its fourth annual session in November, at Bangor, and continues to prove a valuable aid to the teachers and friends who sustain it. These voluntary associations, of County or State, are deserving of encouragement and support. It has given me pleasure always to be present, and to render such aid as I might. It would be still more gratifying, had I the means, in a State appropriation for this purpose, to render them still more efficient by procuring for them a larger amount of professional instruction. In any other time than the present I should urge the appropriation of a thousand dollars in aid of a system of county or district conventions throughout the State, conducted on the principle of combined voluntary and paid instruction. And even without this aid, a good work has been accomplished, and may be again accomplished, by the earnest co-operation of teachers and friends of education with the State Superintendent.

SCHOOL LAW AMENDMENTS OF 1862.

The following Act, passed at the last session of the Legislature, was approved March 15, 1862. :

AN ACT to amend chapter eleven of the Revised Statutes, relating to Common Schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SECTION 1. Section nine of the eleventh chapter of the Revised Statutes is amended by striking out said section and inserting the following: "The superintending school committee may appoint one of their number, who shall have all the power and perform all the duties specified in the fifth and twelfth items of the forty-ninth section of said chapter."

SECTION 2. Section twenty-eight of said chapter is amended by striking out the words, "ten rods at least from any dwelling-house."

SECTION 3. Section forty-nine of said chapter is amended by adding to the fourth item the following:—"And it shall be the duty of superintending school committees to select a uniform system of text books to be used in the schools of the town, due notice of which selection shall be given; and any text book hereafter introduced into the schools of any town shall not be changed for five years from the date of its introduction, unless by vote of the town;" so that item fourth of said forty-ninth section will read as follows:—"Fourth, direct the general course of instruction, and what books shall be used in the schools. And it shall be the duty of superintending school committees to select a uniform system of text books to be used in the schools of the town, due notice of which selection shall be given; and any text-book hereafter introduced into the schools of any town shall not be changed for five years from the date of its introduction, unless by vote of the town."

SECTION 4. Section fifty-three of said chapter is amended by adding at the end of the first item the words, "which meeting shall be called by the agent without the application mentioned in section seventeen of this chapter."

The section of the law, repealed by the first section of the above Act, is this: "A town may choose annually a Supervisor of schools, who shall have the power and perform the duties of the Committee aforesaid; and his election shall terminate the office of any existing member thereof."

It will thus be seen that the office of Supervisor of schools is abolished, and each town is required to elect a Superintending School Committee.

This amendment not having been approved until after the annual spring elections in most of the towns, and the public laws not having been promulgated until some weeks later, most towns had already elected their school officers for the coming year, and in many cases had elected Supervisors. These officers, on learning of the change in the law, were at a loss to know whether their action in that capacity would be legal. In reply to the many inquiries addressed to me touching this point, I obtained and caused to be published the following opinion of one of the judges of the Supreme Court:

PORTLAND, May 17, 1862.

DEAR SIR: The Act to which you refer did not take effect until thirty days after the adjournment of the Legislature. This would be April 19 or 20. If any town meeting occurred *after* that day, an election of Supervisor would be void. A new meeting would have to be called, to choose a Superintending School Committee.

A Supervisor duly elected *before* that day would probably have a right to act as such until the next annual meeting. But I do not know of any way, unless by application of the Executive, to get the opinion of the Court on the question.

Very truly yours, WOODBURY DAVIS.

Although not an "opinion of the *Court*," I suggested to supervisors that it would be safe for them to be governed by this opinion of the *Judge*, and that if the action of supervisors in the ordinary discharge of their duties should be pronounced void, the Legislature would doubtless pass an act rendering such action legal.

I felt it necessary however, to caution them in regard to any action upon another point. By Section third of the amendment copied above, it is made the duty of Superintending *School Committees* to select a uniform system of text books," &c. One of the arguments in favor of requiring towns to elect *Committees* instead

of Supervisors, was that the judgment of three men was safer than that of one, in so important and responsible a matter as the selection of school books. And as this amendment specially provides that *Committees* should have this duty in charge, I advised that Supervisors would not be justified in making changes which might bind their successors for five years. So far as I learn, most Supervisors were governed by this opinion, and refrained from any action in the premises. Others made the selection and introduced new books, through the urgency of publishers, or otherwise; but their action, as I apprehend, is without any validity in law, so far as its future binding force is concerned.

Operation of the School Book Amendment.

The Superintendent regrets that the plan recommended in his last report, by which a uniformity in school books would have been secured throughout the whole State, was not adopted by the last Legislature. The experiment had been successfully tried elsewhere, and a similar law was loudly called for in all parts of the State. The demand is scarcely lessened by the amendment of last winter. That amendment was introduced while the act was on its passage, by a gentleman who earnestly favored the adoption of the more comprehensive plan, and was regarded by him as only *aimed* in the right direction; and the best which could be secured in the circumstances. It seems to me, on careful observation and reflection, to be adapted to produce more confusion than it saves; by the clamor and contest among publishers operating by agents on all the school officers in the State; and introducing a larger variety of books into our domain than ever before. I earnestly recommend, therefore, that a law requiring uniformity in the whole State,—with all its provisions carefully and wisely made, be enacted at the ensuing session of the Legislature. The features of the plan will be found in detail, in my last annual report.

SPECIAL TOPICS.

The Academy and the Common School.

In many of our towns there is a conflict of interests between the Academy and the common schools, which ought not to exist. It should be discouraged by citizens interested in the proper education of all the children, and should not be encouraged by any action of the State. In all places large enough to sustain a system of schools of the highest grade,—such as are found in Portland and Bangor, Bath and Augusta, Belfast and Hallowell, Gardiner and Brunswick, Saco and Biddeford,—the Academy has ceased to be of service, and if retained, becomes inevitably a hindrance to the prosperity of the free schools. It would seem therefore an unwise policy for citizens to ask, and for the Legislature to grant, a charter for an Academy in any such place. The recent erection of an Academy building at Richmond is an example of such unwise educational economy. The same means devoted to the establishment of a free high school, at the top of a graded system, would insure a vastly greater good to the whole population of any such place.

If Academic schools already exist in such villages, let citizens make an arrangement to use the Academy for a High School, still admitting pupils from abroad, who are qualified to enter the grade established. Tuition may be required for scholars residing out of town, and some arrangement be made to receive pupils who reside in town, on payment of a small fee, or a portion of the public money. The character of the Academy and the condition of the common schools would thus be improved together. A better classification would be possible in the high school, and the interest of some citizens, before withdrawn from the public schools, would be necessarily returned to them with their children; thus rendering them more respectable, efficient and useful.

But again, there are many portions of the State, where no town is sufficiently populous to sustain a high grade of schools, and where the Academy becomes a public necessity. Parents must

send their children out of their own neighborhood to some such school, if they would fit them for college, or give them more than an elementary education. We need, then, a few well endowed and well conducted Academies or Seminaries for such pupils. We have enough already in most parts of the State; perhaps too many. Let the best of these be better endowed, in sufficient numbers to meet the public demand, and let the others die. We need now a few better classical and scientific Academies, not more of the miscellaneous, half-fledged affairs, which disgrace the name. The result of the State's policy in past years, in granting a charter whenever asked for, and doling out a few hundred dollars now and then, or a few acres of land to starve them upon, has been to keep them all in a state of weakness and inefficiency. As a consequence, many of our young men and women leave the State for an education at better equipped institutions, and thousands of dollars are annually spent abroad which should be retained within the State. Let us learn wisdom by experience, and not multiply such schools to their mutual disadvantage; but encourage and strengthen those which have a favorable position, and are needed to supply the actual wants of the community.

Pertinent to the subject thus introduced is the following statement made in last year's report, among the tabular matter, and worthy to be repeated more prominently.

Expenses of Maine Scholars abroad.

In the blanks issued to the several towns last spring, this question was asked:—"How much money has been paid by citizens of your town, for board and tuition of scholars, at Normal Schools, Academies, Colleges and Female Seminaries *out of the State?*"

This being a new question, and the Registers of the preceding year not furnishing any data for the reply, most of the towns made no response, or answered that they had no means of knowing. Seventy towns in the four hundred answered the question; reporting as the aggregate amount paid by the citizens of those seventy towns, $22,077 46. I know that many of the towns making no answer to this question did send scholars abroad. As nearly as I can judge, from the imperfect data thus obtained, about *fifty thousand dollars* were paid, the last year, by residents of this State, for the education of their children out of the State. By

another method of inquiry I learn that we have had at six Normal or Academic Schools, out of the State, about sixty pupils at an aggregate annual expense of $7,450; and at five Female Seminaries in Massachusetts, forty-eight pupils, at an annual expense of $8,400. These items I gather from correspondence with a few leading schools in that State. It is well known that many young ladies and gentlemen are at Schools or Colleges elsewhere. When the full statistics upon these points can be obtained, the whole amount of moneys thus carried out of the State will be found surprisingly large.

The suggestion is a very obvious one, that our own classical and female Seminaries should be so perfected in their arrangements and appliances, that this resort to foreign Schools would be deemed no longer necessary.

Reports of Committees.

A much larger number than ever before of the reports of Supervisors and School Committees, has been forwarded to the Superintendent, as the law requires. Very many have neglected to do this. It is obvious that the Superintendent cannot obtain the accurate knowledge of our school affairs which is desirable, without the report from every town. Some school officers may not be aware that the statute has been amended so as to require this transmission of a copy of each report, whether it is printed or not. Very good use can be made of these town reports, as may be seen from the pages of this report. Many valuable suggestions are thus brought together and by publication in the State Report become the common property. Allow me here to suggest to committees the utility of exchanging their reports, so far as practicable, with committees of other towns. In this way they become better acquainted with each other's methods of management, and with the condition of schools in neighboring towns.

Most of the reports indicate a good degree of care in the examination of schools. Some of them are less discriminating in their remarks, indicating haste in examination or want of discernment. Some of them, I regret to say, betray a spirit of fault-finding and dissatisfaction, in their whole tenor; as if their authors were not quite amiable, at the time of visiting the schools, or when they made the record of their visits. The faults of teachers are in some instances spoken of more harshly than appears necessary. On the

other hand, there is noticed in some of them an evident aim to commend, by wholesale, all the teachers and schools in town, when it would seem there must be great differences of excellence. These extremes should be avoided.

The aim of the reports, very clearly, should be to give a fair, impartial, and unbiased statement of the condition of each school, and the success or failure of each teacher, "not setting down aught in malice," and making no comments of an ungenerous character, unless demanded by some stern necessity. There are failings of teachers which would better be told "between them and you," in a less public manner.

Some of these reports, are much more systematic than others, in their arrangement of details. The following indicates some of those excellences which might be profitably imitated in other reports:

District No. 5, (*Lower Falls.*) Agent, John Brown, Jr., (gave the legal notices.) School visited November 25, December 10, and February 15. Length of school, twelve weeks. Whole number of scholars registered, 47. Present at my several visits, 36, 35, 41. *Teacher*—Jacob Smith of Hampden. Occupation, when not teaching,—farming. Age, 27 years—taught three winters before this. Wages, $22 a month, besides board. School successful. Order at the last visit, very good. The room was neat, the scholars attentive and respectful. Improved in this respect, since my first visit. Method of teaching reading and spelling, very careful and thorough. No sentence was passed over without a perfect understanding of the sentiment and a very good degree of accuracy in the rhetorical expression. There was none of the usual screaming monotone so common in school reading.

In teaching grammar, there was too much of the technical analysis and parsing, compared with the practical. I noticed that many of the pupils and even the teacher himself, made some important blunders in the use of language, while parsing. Some of these were errors in pronunciation, some of syntax, and some of style. The teaching and recitation of arithmetic were very fair. There was some want of method in arranging the examples on the black-board.

Teacher's manner, quiet and earnest, commanding the respect and obedience of his pupils.

Parents present at the last examination, 2.

Co-education of the Sexes.

In all our country schools children of both sexes are educated in the same schools. Very few question the expediency, as all admit the necessity of the arrangement. But in the larger villages and in the cities, our usage is divided. In Portland and Bangor, the sexes are united in the primary, and separated in the higher schools. In Augusta, Bath and elsewhere, they are united in all the grades. The different plans have their advocates and oppo-

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sers, with an array of arguments upon each side of the question. An opinion has been frequently asked, upon the comparative advantages of the mixed and separate schools. The experience of the writer in schools of all kinds, covers a period of more than twenty years, about equally divided between the two systems. Without spending time in details of argument or opinion, I have no hesitation in saying that economy and other considerations, such as the mutual good influence of the two classes of pupils, in the way of stimulus to study, improvement of manners, and social culture, are in favor of the union of the sexes in all our ordinary schools of whatever grade. By ordinary schools, I intend our public schools in town or country, where the pupils reside with their parents, and are under their care and control when not in the school room. There are objections of aristocracy sometimes felt,—less frequently expressed. These go for nothing, as entirely opposed to the grand principle of the free school, which reckons every man's son or daughter the peer of any other man's son or daughter; and which claims as one of its very excellences, that it brings the children of all the families in district or town to the common levil of merit and attainment, without regard to any artificial rules of social intercourse. And it would seem that the danger that undesirable connections may be formed between young people thus associated in school, is rather imaginary than real, where all the parties reside in the same neighborhood and are well known to each other. In school as elsewhere, of course, the guardians of the young should exercise a parental watchfulness and a proper influence to advise and control. And it is by no means clear that this control is more difficult where the young people are associated in school, than where they are separated. By many it is reckoned less.

But the case is different where young people leave home and are thrown into families whose chief interest is to make for their boarders an *agreeable stopping place*, with as little as possible of home influence and home restraints. In these circumstances the preference of many parents will find a female Seminary or a boy's school for daughter or son, in preference to a mixed establishment. And their wisdom in so doing is not to be denounced as folly.

Our Academies and Seminaries in the State are now all conducted on the mixed principle, and so far as I can learn, with only so much of incidental disadvantage as may always be expected in

the management of human afiairs. At the same time many scores of young ladies are annually sent out of the State to be educated in schools open to females only, because no such school can be found at home. The public necessity imperiously demands to-day a Female Seminary of elevated character, to supply the want thus demonstrated. As a matter of State policy, or a question of commercial interest, we need not even ask for the superiority of this system or that. Do intelligent parents all over the State require such a school for the education of their daughters? This is the question which must determine the propriety of establishing in Maine an institution of such a character. And there is not the smallest doubt that such a school, properly established and equipped, whether as a public or a private enterprise, would be handsomely sustained by pupils who are now sent abroad for their education. This is abundantly proved by the success of the Maine Female Seminary at Gorham, during the term of ten years from 1850 to 1860. The admission of male students to this Seminary better accommodates the local interests, while it incommodes those parents in the State who prefer to send their daughters to a female school, and who are thus compelled to send them abroad.

The True Economy.

In an early part of this report some suggestions were made in reference to the reduction which has been made in some towns, in their annual school appropriations. The following remarks of intelligent gentlemen, connected with the supervision of schools in their several towns, confirm my own position in this matter.

Messrs. Baker and Rowell of Hallowell, say:

"We trust that the interests of the 800 children and youth growing up in our city, will continue to receive the favorable consideration of the city authorities.

It is noticeable that whenever any one conceives an idea of economy in taxation and expenditures, the first onslaught is made upon the school appropriation. It is, however, a most unwise policy to pursue, to diminish the facilities of education. What is it but the free school system of the North, which has given to the American Union the most intelligent army the world ever saw? And just so far as those free schools are crippled, the coming generation will approximate to the standard of education and intelligence that prevails in the Southern, instead of the Northern States.

The school appropriation of 1861, in this city, was but a little more than $500 beyond the sum required by the statute as the lowest legal appropriation that can be made.

It is a crude idea advanced by some unreflecting people, that by a temporary or permanent discontinuance of the High School, the money expended in its support may be saved without detriment to the other schools.

We cannot examine this proposition at length; but a few suggestions may be made. Last year, the High School commenced with 57 scholars, the Grammar School 58, and the Intermediate, 80. Suppose the number to be 50, 50 and 75, the present year, what is to be done with them, if there is no High School? Shall they all be crowded into the Grammar and Intermediate Schools? This is evidently impracticable.

Let no one deceive himself. When the High School is gone, there is no longer that motive for application and laudable ambition, which has induced the scholars in the Grammar School to be diligent and studious. Every school in the city would feel the effect of the change. The benefits of the High School have not been alone in what it has done for its own pupils, but in the incentive it has afforded to lead those who are in the schools below to strive to make their way upward from grade to grade.

Our schools have presented an inducement to citizens of other towns, some of them tax payers, to remove to the city. Instances of this kind have come to our knowledge repeatedly, without making any effort to inquire into the motives of our neighbors for their acts.

We trust that all who have a regard for the interests of the youth and children to be educated in the community, for the intelligence and welfare of our people for the time to come, or for the character and standing of our city, will use their endeavors to sustain a good system of graded schools. A difference of a few hundred dollars in expenditure may make all the difference between good schools and poor ones; between a well educated community, and a half educated one; between our present high reputation for schools and school privileges, and the reputation of having voluntarily, to save a trifle of taxation, "given up the ghost," "laid down in the furrow," and sacrificed our graded schools, after twenty-two years' experience of their benefits, to avoid paying an additional quarter, or at most, half mill on a dollar of taxes. Shall such be the next chapter in the history of Hallowell to be written? We trust the emphatic answer will be—NO."

George Walker, Esq, of Machias, remarks in his report to that town:

"It has been suggested by some that we raise but little money for Schools this year in consequence of the burdens thrown upon us by our present civil war; that we have not more than half the schooling this year, that we have had in former years. It is proper that we should economize, and that we raise no more money than can be judiciously expended. But it may be doubted whether to deprive our children of part of their schooling is economy. The education of children is a privilege that cannot be postponed and resumed at pleasure. Objects of mere convenience may be; a bridge, a highway, or a public building may be convenient; if the building of either is deferred a year or two, you lose only the advantage for the time deferred, but the opportunity of educating children once lost is lost forever. A year passes by without school, the children have become more ignorant, and more confirmed in habits of idleness and neglect. While we are taxed for the war, let us tax ourselves

for the schools, so that if our property should not outlast the war, we may have the benefits of an educated community left us. But we have no such fears, we have property enough for all these purposes. Our taxes may be burdens, but they are burdens we should cheerfully bear."

The Committee of Gardiner, Hon. N. Woods chairman, thus remark:

"The committee cannot but express the hope, that no cry of "hard times," or fear of high taxes, will be permitted to prevent a liberal appropriation for the benefit of our schools. We cannot afford to be penurious in dealing with the educational interests of the young. The conflict upon which we have as a people staked all that we have, and all that we may hope to be in the future, would lose its meaning, if our system of public instruction were abandoned, or its vigor and efficiency were relaxed. It would be but a doubtful victory to conquer rebellion at the expense of those institutions, that have done nearly all to develop the resources upon which we depend for success. While we give to our country, in this hour of its peril, so many of those in whom our fondest hopes have been centered, we should not fail in our endeavors to train up our children in that love of virtue, knowledge and liberty, which only can insure the permanence of the blessings so dearly purchased."

D. Remick, Esq., Supervisor of Kennebunk, says, in a similar tone:

"In the troublous times on which we have fallen, let us not withhold the needed aid from our Common Schools, or fail to cherish them with the utmost care and deepest solicitude. Now, more than ever before, are we called upon to watch them with unwonted vigilance, and to do all that can be done to render them the nurseries of intellectual power and moral greatness. Now, more than ever before, do we feel the necessity of preparing the young for the responsible duties that must devolve upon them in their maturer years, and that the words "Educate the People" are not to be regarded as a maxim for occasional use, but as a command of the most imperative nature; and now, more than ever before, do we realize that our children should not only be taught to reason, to think, to draw unsparingly from the numberless fountains of knowledge which our educational system places within their reach, but that their mental attainments should be tempered, permeated, purified with sound moral principles. Let us, then, see to it that our Common Schools are liberally supported and rightly conducted,—so that their influence may be such as to fully meet THE WANTS OF THE TIMES: and let it be the work of every good citizen to extend that influence, so that it may reach and bless EVERY HOME."

Speaking of the new High School about to be opened in Alfred, the Supervisor, Rev. John Orr, says:

"It should be a proper High School, so arranged as to afford its privileges to any and all youth in other districts and communites, who may be fitted for them. Thus viewed, the town generally may wisely feel a lively interest in its establishment and support. It would be the cheapest and most practicable method by which to secure to our youth generally, the privileges of a superior school. It would obviate considerably the necessity and great expense of sending children abroad for instruction,

and afford the opportunity for a good education to those of limited means. I have said this upon the supposition that the school shall be what it should be made by a wise and liberal provision for it, and that it will be arranged for extending its benefits widely. Of course its privileges may be raised in the ratio of the cost. Hence a common interest may well be taken in establishing and maintaining it. In view of our great and imperative need of educational privileges better than those of an ordinary common school, every friend of youth and of the public welfare, must desire that the centemplated High school shall be inaugurated in a way to secure the greatest benefits which can be attained. The object to be sought is deserving liberal help from every available source. The wealth of this town has done too little for educational purposes and the public good. May what is needful of it be readily had, to promote knowledge and virtue among the rising generation, and to fit them for maintaining our liberties.

To establish the graded school here mentioned, measures have been adopted for the erection of a suitable building, upon a convenient spot. It seems to have been wisely thought best to make it sufficiently ample, convenient, and neat, to answer fully the purposes for which it is designed; since a few hundred dollars, more or less, ought to be afforded to make a public edifice what it should be, rather than suffer it to be a failure."

The Committee of Lewiston, C. B. Stetson, Esq. chairman, hold this language:

"If there is one political institution of ours that deserves to be cherished beyond all others, it is our system of public schools. And of our public schools, the graded and classified are decidedly the best, as well as the most costly. Before proceeding to cut off our public school supplies, we should be certain that the emergency absolutely calls for such action. Does the war demand retrenchment in the expenditures for our public schools? In our opinion it does not; and we perceive that the city government of Boston holds the same opinion. Of their own accord, the teachers of Boston proposed a reduction in their salaries during the war, which would have saved the city $18,000 annually; yet the city government deemed the emergency insufficient to justify retrenchment in expenditure for the education of the people; and so they refused to accept the proposition of the teachers, and in no other way reduced the appropriations for public school purposes, but rather increased them. The argument in favor of reduction is no stronger in Lewiston than in Boston. All our State, county, town and school district expenses are paid, excepting the poll-tax, by taxes upon property; but the expenses of the war will be defrayed chiefly by excise duties. The direct tax, levied by the Federal government upon property, will be but trifling indeed. Let us not, then, cripple our schools by withholding any needful appropriation, through fear of burdensome taxes."

Stephen R. Small, Esq., Supervisor of Raymond, urges the same point:

"It is well enough to study retrenchment and economy in these times of vast State and National expenditure, but you cannot afford to rob your Common Schools; make every other sacrifice before you touch them, for they lie directly at the foundation of all our greatness, our success, and our prosperity. Our magnificent structure of Republican Institutions rests mainly upon the intelligence of the people.

Tyranny always strives to keep its subjects in ignorance; it dreads the influence of knowledge. The Rebellion which is now convulsing our country and shedding the blood of its sons like water, never could have occurred had the Common School System of New England existed at the South."

Similar expressions might be quoted at much greater length; but they are not needed. Intelligent men, who are accustomed to reckon the advantages of popular education at their true value, will not make them the first sacrifice on the altar of economy.

Compulsory Attendance.

We believe that the better way to secure the prompt and regular attendance of children at school, is to provide attractive school rooms, and teachers who understand the *art of drawing* their pupils to school by all kinds of winning ways. But when the best has been done by the district and the teacher, there will remain a class of children in many places, who will play truant whenever they can,—either with or without the connivance of their parents. This absence of children from school, whether it be constant or only occasional, is a damage not merely to the children themselves, but to society at large. The State which provides so liberally for the education of all its children by taxing every property-holder for this purpose, should see to it that the children are reaping the advantages thus provided, and if the State has a right to compel the payment of taxes to educate the children, it has the corresponding right to compel the attendance of those children. It is a mistaken idea of some parents that the State has no right to require them to place their children at school, and keep them there during such time as may be reasonable and necessary. Our cities and many of the larger towns have special municipal officers to look after truants. But in most towns the matter of attendance is wholly neglected by the authorities. I think it is hardly understood in the community, generally, that the statute makes any provision for this difficulty. I therefore call attention to the following sections of the School Law, revised statutes, chapter XI:

Sect. 12. Towns may make such by-laws, not repugnant to the laws of the State, concerning habitual truants, and children between six and fifteen years of age not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare and the good order of society; and may annex a suitable penalty, not exceeding twenty dollars, for any breach thereof; but said by-laws must be first approved by a judge of the supreme judicial court.

Sect. 13. Such towns shall appoint, at their annual meeting, three or more per-

sons, who alone shall make complaints for violations of said by-laws to the magistrates having jurisdiction thereof by said by-laws, and execute his judgments.

SECT. 14. Said magistrate, in place of the fine aforesaid, may order children proved to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed for such periods of time as he thinks expedient, in the institution of instruction, house of reformation, or other suitable situation provided for the purpose under the authority conferred by section twelve.

It is earnestly recommended to all towns where this evil exists, to make such by-laws as are provided for in section twelve, above quoted, and insist upon their enforcement. On this subject the Supervisor of Saco, remarks:

"It is very important that something should be done which shall bring into our different village schools the large number of children and youth, that are now spending their time in idleness and vice. They will very soon be of an age to exercise the right of suffrage, and to aid in controlling the rights and privileges which an intelligent and moral community justly hold so sacred. Very soon they are to become the fathers and mothers in another generation," and will give to society a tone and character, so far as they are concerned, corresponding to their own.

The Supervisor of Cornville makes an estimate:

"I find that the whole number of days of absence during the past year has been about 4,630, which is more than twelve years, time that has been lost to the scholars of this town in a single year. Is there any justifiable cause for so much absence? Sickness does not account for it, and it may be inferred that in most cases it was unnecessary. A reform is needed in this matter."

THE AGRICULTURAL COLLEGE.

Among the movements promising a new impetus to the cause of popular education, we should hail with pleasure the recent action of the national legislature.

It is matter of congratulation that amid the pressing war duties devolved upon Congress at its last session, time was found to mature and enact so many measures of public utility in the interests of peace. Among these is the act to provide for agricultural and scientific education in the several States of the Union. By this act, a grant of public lands, equal to thirty thousand acres for each member of Congress under the new apportionment, is made to each State which shall accept it with the annexed conditions, within two years from the date of the President's signature, July 2, 1862. To secure the benefits of this appropriation, action must be taken by the Legislature. As the time for the commencement of the session approaches, it is well that the subject be brought to the attention of the people and their representatives.

Under the new apportionment we have seven members of Congress,—five Representatives and two Senators,—which gives, as our portion of this magnificent grant, two hundred and ten thousand acres. The nominal value of these lands is $1.25 per acre, or $262,500 in the aggregate. Supposing the whole to be worth but one dollar per acre, we have the sum of $210,000, ten per cent. of which may be expended for building sites and experimental farms. The remainder is to be funded in the securest manner; the interest to be used for the support of the college or colleges, which may be put in operation.

Allowing for any contingencies which may arise, if we estimate the entire fund at $200,000, and deduct ten per cent. for sites and farms, we have $180,000 to be invested. Suppose this to yield an interest of five per cent., the minimum contemplated by the act, we shall have an annual income of $9,000 with which to conduct the operations of the college.

The leading purpose for which this appropriation is made, is declared to be "to teach such branches of learning as are related to agriculture and the mechanic arts,"—"without excluding other scientific and classical studies, and including military tactics." The clause providing that the course of instruction shall not be limited to agricultural and mechanical studies, is a very wise one. Thus restricted, it would have failed to confer upon the community the full benefits of which it is capable. On the basis now provided,—in the pecuniary fund, and in the liberal course of study which may be adopted,—we may build up an institution of which the State may be proud, and in the benefits of which her poorest sons may rejoice.

It was probably a well-considered feature of the act, that no part of the appropriation can be used for the erection of buildings for the proposed college. In the establishment of institutions of learning, there have been too many examples of improvident expenditure for mere externals, leaving but little means for the weightier matters appertaining thereto. To guard against danger from this source, the act provides wisely, if not *conveniently*, that the State shall incur the expense of erecting or otherwise securing the necessary buildings. This will probably be urged as an objection to accepting the grant. A wise policy, however, will not long weigh the expenditure of a few thousand dollars for this purpose against the magnificent donation thus placed within our reach. If the

State should hesitate, in these times of pressure, to make the necessary appropriation for the erection of new buildings, there are other methods still open to us. Of the literary institutions now in operation, there are several which would be very ready to offer the use of their buildings for this purpose.

It is earnestly hoped that the Legislature will deliberate wisely, and decide firmly to pursue a course which will secure the highest advantages of the contemplated measure, without regard to local feeling or sectional or institutional interests.

The war is not for always. Peace with her nobler pursuits will return to us. We shall need the best possible agencies to develop our resources and to train our people to the largest intelligence and truest patriotism; and we should hail with pleasure the prospect and the promise of new facilities by which the masses of our population may acquire the scientific and practical education so essential to our highest progress as a great people.

Examination of Teachers.

There is no point at which we experience greater loss to our schools, than in the examination of teachers; perhaps I would better say in their *want* of examination. It is a notorious fact that many committees entirely neglect to examine the candidate, on the simple ground that they "do not *deem* it necessary"; or if they make an examination, it is in form only. There is little thorough testing of the teacher's qualifications; or if satisfied of his incompetency they have not the moral courage to refuse a certificate. On this point the committee of Norridgwock remark in their report:

> "We refused certificates to about one third of the applicants for the summer schools, and believe that we thereby essentially benefited the schools. It doubtless seemed hard to those who were rejected, and was as disagreeable to us as to them; but it would have been harder for the districts to endure unqualified instructors, and we are sure the town will be satisfied when we tell them that we have never rejected one who could thoroughly explain fractions."

A like faithfulness everywhere would produce like benefits.—More care on the part of committees is necessary to prevent unqualified persons from occupying the teacher's desk. What avails it that teachers seek to qualify themselves better for their work, if employment is given so indiscriminately to the incompetent and to the well qualified alike.

Graded Certificates.

I have no doubt that a great impulse would be given to the work of self preparation, among teachers, by introducing the system of graded certificates which has been adopted in some States. Let the Statute prescribe a definite course of study, for the primary schools. Let candidates be examined in these studies, and if found thoroughly qualified, let them receive a certificate of the primary grade. Teachers with certificates of this grade might be entitled to instruct in the summer schools in the country towns, and in the lowest department of graded schools. Let a higher course be prescribed for grammar schools. Let teachers who pass a satisfactory examination in these branches, receive a certificate of the grammar-school grade. This certificate might entitle the holder to teach in the winter schools of the country towns, or in the middle or grammar schools in a tri-graded system.

Then for the high schools, let a still more extensive course of study be arranged, with a like examination and a high-school certificate to the successful candidates. Every teacher would thus be prompted to make the neeessary effort to obtain a high-grade certificate; since, if he should not obtain a school of the higher grade, he would have the advantage of the testimonial that he is qualified to teaeh one.

This measure would imply the necessity of some plan of examination a little different from that which is now adopted, at least for the higher grades. Such higher-grade certificates could be given by the normal schools, when established, or by a board of county examiners, or by the officers of some Academic institution, authorized for that purpose, or by some arrangement under the direction of the State or County Superintendent. "Where there's a will there's a way." With the authority granted, a suitable method could be easily devised.

Re-organization Needed.

In reviewing the ground covered by this report, I find that some topics have been discussed less fully than their importance may seem to demand, and that others which I had intended to present are entirely excluded by my purpose not to exceed certain limits, deemed proper in the circumstances.

But I cannot close my report without expressing the conviction, based upon the observation and reflection which my duties have forced upon me, that our schools cannot reach the perfection and

efficiency which they might attain, until our educational system is revised and important changes and improvements made. Our whole school-forces need re-organizing. To use the language of military affairs, we have an abundance of men and materials, but no sufficient authority is vested in any officer or set of officers to direct their movements with energy in the grand march to educational success. We need a more perfect system of supervision and control in all departments of the service. The school laws need a careful revision, with the introduction of some new features, to meet the demands of a progressive age. I am aware that many people deprecate changes in the school law and school management. They say "the old system is good enough. Let well enough alone. It served our fathers well, it answered for us, and will do well enough for our children." To which I reply, that I am myself opposed to all rash and untested measures. But the art of education, like the art military, is progressive. With certain great principles in each which are unchangeable, there are new methods of applying those principles, new tactics, new implements. In the school army, as in the military, errors of movement and management are liable to be made, and should be corrected as soon as practicable.

If a system, or any part of it, proves ill adapted to accomplish the end designed, let it give way to a better, if a better can be found. In the brief history of our present war, we have had several re-organizations of the national army, demanded by some ill-working of those previously existing. Still others, doubtless, will be made, to correct evils not yet wholly overcome.

Our school organization, as it now stands, is defective in provisions for efficient and uniform superintendence. Every squad of our school mililia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, with other teachers, and little responsibility to the Superintending Committee. In classification, instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. No Scott nor Hardee is prescribed as a guide. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authorities between the different officers.

Again, the committees, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him. I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following. The Superintendent of public instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible,—hold meetings with the people, for friendly discussion of all school matters,—conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers,—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners would receive the reports of the several town committees, compare, condense, and arrange according to some system issued from the State department of education, and forward them to headquarters for further use.

School committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, now often existing, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the entire control of one municipal authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Pupils would immediately feel the inspiring influence of a system which would give a more thorough supervision and instruction to all the schools, and bring each into direct comparison with every other school in town, county and State.

Thus would every person concerned, pupils, teachers, parents, and officers of every grade, feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

I assure you, gentlemen, that this scheme is no unconsidered "notion." Its leading features are now in operation in some of the States, as Pennsylvania and New York, and the advantages of it fully acknowledged.

I do not ask any action of the Legislature to secure this change, at the coming session. But I desire to bring the matter to the attention of the people of the State, in the hope that it will receive a careful examination, and that with other improvements, it may be adopted and put in operation in the "good time coming."

Meanwhile, there is abundant opportunity and an encouraging field for the most earnest labors of all school officers, of town or State, under the system as it is. In a time when the attention of the whole people is so naturally absorbed by the condition of the country, it will require much effort, and will be no small thing accomplished, to hold our public schools to the point of ordinary interest and efficiency without retrogression.

I have made the "suggestions and recommendations" of this report more freely at the close of three years' service than might have been proper at an earlier day. Whoever may occupy the position of Superintendent, during the next three years, will find a demand for his most vigorous and constant labors, both in the office and the field, in performing the general and specific duties required by the statute. In these labors, always arduous and often unappreciated, he will be entitled to the cordial co-operation of the enlightened friends of popular education.

TENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1863.

Published agreeably to a Resolve approved March 16, 1853.

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SUPERINTENDENT'S REPORT.

To His Excellency, the Governor of Maine,
and the Honorable Council:

GENTLEMEN:—In compliance with a provision of the statute and the established usage, I have the honor to submit to your inspection, for the use of the Legislature and the people, my Fourth Annual Report on the condition of the Public Schools of Maine; being the tenth of the series since the creation of the office of Superintendent.

Very respectfully yours,

EDWARD P. WESTON.

GORHAM, December 1, 1863.

REPORT.

To ascertain the condition of our schools and the progress of educational affairs in the State, we must inquire at several distinct sources for the information needed. The action of the Legislature, and the doings of agents and commissioners appointed in accordance with such action, the reported facts and opinions of town committees, the associated efforts of teachers, and the observations of the State Superintendent, are some of the means by which we are to reach our conclusions. These topics suggest some of the natural divisions of my report.

Action of the Legislature.

It is matter of congratulation that the Legislature, never forgetting its character as guardian of the rights and interests of the people, has not neglected to provide for the support of the public schools. If we have sometimes felt that this prime interest of the State has received less attention at the hands of our representatives than it deserved, we have reason to rejoice, nevertheless, in the manifestation, here as elsewhere, of an enlightened and progressive public sentiment in matters of education.

The acts passed by the Legislature of the current political year are recorded below, with some explanation of their origin, and a report of the action taken in accordance with their provisions. The first of these acts, in the order of their passage, is entitled,—see Acts and Resolves, p. 241,—*An Act to secure the proper expenditure of school moneys in the Madawaska Townships.* The necessity of some legislation in this direction was apparent to all persons at all conversant with the educational necessities of those townships. The immediate occasion of the action which was taken was the petition of certain citizens of that territory for an academy, to be located somewhere within the French townships.

In the discussion of the subject before the proper committee, it was made to appear that a greater necessity of the citizens residing in said townships, was a better system of public schools. Representations were made by the Superintendent of schools, and other persons acquainted with the facts, that the school affairs of these towns were suffering from want of intelligent management, and that a remedy ought to be applied through some special legislation. The matter was taken in hand by representatives from the northern portion of the State, specially interested in the education and general improvement of the French settlers, and a bill was prepared, the essential features of which were retained in the following act:

An act to secure the proper expenditure of school moneys in the Madawaska townships.

WHEREAS, There is reason to believe that the moneys appropriated for the support of schools in Madawaska territory, so called, are not expended in such a manner as to promote the education of the people, many of whom are of French origin; and whereas no essential improvement in this regard can be expected so long as the present management continues; therefore,

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SECTION 1. The superintendent of common schools is hereby authorized to make careful examination into the educational condition of the Madawaska townships, which for the purposes of this act are included in that portion of the state, lying north of the south line of township G in the first range, L in the second range, and seventeen in the third to the ninth ranges inclusive; and he shall annually appoint an agent whose duty it shall be to expend under his direction all funds that may be due said territory or granted by the state for the benefit of schools therein, in the manner hereinafter provided.

SECT. 2. It shall be the duty of the secretary of state to furnish to such agent on the first day of June, a list of the number of scholars returned from each township in said territory, and if any township shall have failed to make its returns at that time or shall have made a return which is apparently erroneous, the said agent shall himself ascertain the requisite facts and make a return of the children in such townships between the ages of four and twenty-one years and communicate the same to the secretary of state.

SECT. 3. Said agent shall establish schools at such point or points in each township as to give to the inhabitants thereof the benefit of its proportion of such moneys according to the number of scholars belonging in each. But if from any cause a school cannot be opened in any township with a reasonable prospect of success, then such a portion of the money as belongs to said township shall be expended at such nearest points as will be most likely to secure the object intended by this act.

SECT. 4. In townships where districts are regularly organized, especially in those settlements where a portion of the inhabitants speak the English language, the

agent may in his discretion allow their portion of the school money to be expended by the district agent in the ordinary way, and he shall encourage the formation of districts and the raising of money by the inhabitants for school purposes and the adoption of the school management prescribed by the statutes as fast as they can understand and apply the same.

SECT. 5. The superintendent shall select such books as may be needed in teaching the children the elements of the English language, and no school shall be supported by the funds of the state in which that language is not made a prominent part of the instruction.

SECT. 6. The said agent shall have and exercise the same powers as are now exercised by both the superintending school committee and school agents, except in the districts aforesaid, in which he may judge it expedient to allow the local agents or committees to exercise the statute jurisdiction. He shall require the teachers to keep a record of such facts connected with their schools as are required by law of teachers of other schools, and such other facts as he may deem necessary, and return the same to him at such times as he may require; and in the month of October annually, he shall make full returns of all his doings and of the condition and progress of the several schools under his supervision to the state superintendent of schools.

SECT. 7. The agent shall draw from the state treasury, irrespective of the payment of any state tax, the amount of money due the several townships for school purposes, including the interest on the surplus fund, after the apportionment in July, and shall render to the governor and council in December annually a full account of the same to be audited and approved by them; and before said agent shall be authorized to receive any money from the treasury, he shall execute a bond to the State to the satisfaction of the governor and council, conditioned for the faithful expenditure of all funds received by him.

SECT. 8. Such agent shall receive a compensation for his services and expenses in such sum as the governor and council shall approve, to be paid from the treasury on the governor's warrant.

SECT. 9. All acts and parts of acts inconsistent with this act are hereby repealed; and this act shall take effect on approval by the governor.

In accordance with the provision of the first section of this act, the Superintendent visited the townships aforesaid, in the month of May last, and made such examination as he was able to make in the time which could be spared for this purpose, "into the educational condition and wants" of the inhabitants. It is not necessary to give minute details of the facts which came to his knowledge in that investigation, as the subject is fully set forth in the report of the agent, presented below.

Commencing at the plantation of Hamlin, on the extreme northeast boundary of the State, I followed up the southern bank of the river St. John, through the plantations of Van Buren, Grande Isle, Madawaska, Dionne, Daigle, Fort Kent, St. John and St.

Francis, all lying upon the river. Wallagrass, south of Fort Kent, in range XVII., and four other townships in the same range, lying east of it, but not named, are included in the territory covered by this act. Eagle Lake Plantation, south of Wallagrass, on the Aroostook road, is largely settled by the French people, and should be included within the provisions of this act, by an amendment. With this addition, the territory embraced in the French settlements, so called, would comprise fifteen townships or plantations.

My investigation disclosed the fact that many of these plantations had lost their organization, and have no legal school officers of any kind. Some districts had kept up a form of organization, while others had failed to do even this. Some plantations had *voted* to tax themselves for the support of schools, but none, I think, had ever collected any money for this purpose. They have relied wholly upon the Bank tax and other moneys appropriated by the State. But even these appropriations have not always been carefully applied to school purposes; while in some plantations no money had been received from the State for one or two years, through some mismanagement of parties intrusted with the business of drawing it.

Very few school houses were found. Most of the schools, such as they are, have been kept in private houses,—in many cases, certainly, "under difficulties." The few schools which I found in operation, were sustained by funds already received from the State, or by private contributions, and were very primitive in all their arrangements. Most of them were confined to some rude attempts to read the French language, in the use of books quite too difficult for any children to comprehend. I found a desire almost universally expressed by the people, to have schools established in which their children could learn the English language with the French. The priests whom I consulted, Messieurs McGuirk of Madawaska, Suerron of Dionne, and L'Hiver of Van Buren, all professed an interest in this movement to make their schools more efficient, and promised their coöperation with the agent who should be appointed to carry out the provisions of the act.

I expected to find some opposition to the measure, on the part of persons who would thus be relieved from the care of school affairs and the disposing of school funds. But on consultation

with the leading citizens of all the townships, I found a very general acquiescence in the measure, with the conviction that the whole matter could be better managed in the hands of some suitable and responsible person, as required by the new law.

Of the several gentlemen named for the position, no one seemed to unite so many qualifications for the place as Col. David Page, for many years a resident at Fort Kent, and well acquainted with the people throughout the whole territory. He was accordingly appointed on the 29th of May, and entered upon his duties, after giving bonds as the act requires, "for the faithful expenditure of all funds received by him." His account of moneys received and expended, as audited by the Governor and Council, may be found in the Appendix. His report of the condition of the schools is herewith presented. The special circumstances in which this report is made and the peculiarity of the schools reported, justify me in publishing Mr. Page's statement more in detail than it would be possible to print the reports of the ordinary town committees.

Mr. Page's Report.

In compliance with the provision of an act passed by the Legislature at its last session, entitled "An Act to secure the proper expenditure of school moneys in the Madawaska Townships," having been appointed agent for the expenditure of such funds, I hereby make my report to the Superintendent of Schools.

It may not be considered out of place in this report, to give some account of the origin of what may be called "the Madawaska Settlement," which embraces an extent of seventy-five miles upon the river St. John, commencing near the boundary line about two miles west of the Grand Falls of New Brunswick, and extending up the river to the St. Francis settlement. The territory takes its name from a stream or river which has its rise in the Temiscouata Lake, called the Madawaska, and falls into the St. John at the Little Falls, upon the New Brunswick side, near the center of the Madawaska settlements. It was first settled by a remnant of French families of the population of Grand Pre, (Acadia) who were broken up by the British in the time of the French war, A. D. 1755, and "scattered to the four winds." A remnant of them fled to the St. John and settled a few miles above that city, at a place called Kennebeckasis, and there remained for about twenty-five years. When General Howe's forces were driven from Boston by Washington, in the time of the American revolution, they sailed to St. John, where they were disbanded. They were suffered to encroach again upon this devoted people, who again left their homes and fled up the river to a point above the Grand Falls, where, as they said, "British vessels could not follow them." They settled at Madawaska. This first settlement consisted of some eight or ten families. Later, others followed. It has been about eighty-five years since the first pioneers penetrated this forest. Many of the descendants of the Acadians are inhabitants of Madawaska. Two of these descendants, Firmin Thibodeau and the widow Forney, are each 97 years of age,—the old-

est in the settlement. The most numerous part of the population are Canadians, who came across the wilderness from the river St. Lawrence, a distance of eighty miles. They came upon snow-shoes and hauled their children and effects upon hand-sleds. For many years, the nearest place from which these people could obtain the indispensable necessaries of life, was Riviere de Loup, upon the St. Lawrence, eighty miles distant, and Frederickton, one hundred and fifty miles eastward. Such is the origin of the Madawaska settlement. They were here shut out from the world—for many years surrounded by a dense forest, and enduring all the hardships and privations incident to such seclusion. The population upon the American side is now about five thousand, all French, with the exception of a few families at St. Francis, Fort Kent, and Violette Brook (Van Buren.) It is not remarkable, then, that this people, being unacquainted with our language, the institutions and policy of our government, possessing a religion different from our own, and strongly attached to old habits and customs, should have felt an indifference to the efforts of the State to improve their condition by introducing our language among them. So far as my observation has extended, the school fund of the State and appropriations heretofore made for the benefit of education in this settlement, have been of little value to the children. Where there should have been some twenty-five schools the last year, there has been but one-half of that number, and of very indifferent character. Much of the money has been drawn from the State by agents in their respective plantations, and never has been appropriated for schools. And when they have had schools, it would seem that their main object in procuring teachers has been to employ those who would keep for the least wages, regardless of qualifications. Such schools are worthless. I am happy to say that the new plan, in accordance with the act passed last winter, has created a new interest among the people in regard to schools for the benefit of their children. They have cordially coöperated with me in carrying out the requirements of the act. I have established in the last season twenty-four schools, under the provision of the School Act. It was impossible to fully comply with the requirements of the act, with regard to the English instruction, on account of the difficulty in obtaining competent teachers, who had a knowledge of both the English and French languages, as very few of the pupils in the French precincts can speak or understand the English.

The female academy at St. Basil, has afforded me essential service, inasmuch as it has furnished most of the teachers for the schools under my charge. Eighteen out of the twenty-four employed, have received the most of their instruction at that institution. Fifteen of them are natives of Madawaska. This academy is situated on the New Brunswick side of the river St. John, about in the center of the Madawaska Settlement, upon a slight eminence, about one hundred and eighty yards from the river—overlooking one of the most beautiful landscapes any where to be seen. This institution is under the instruction of three Sisters of Charity. All the useful and ornamental branches are here taught which are regarded necessary to qualify the pupils for their positions in life. Rev. Mr. McGuirk, of the St. Basil Chapel, whose parish extends on our side of the river, rendered me much service in visiting my schools in his parish, and encouraging the acquisition of the English language.

The expenditure for the schools during the season, will amount to about $1,200. Besides the amount drawn by these plantations from the State School funds, there is a special fund of five thousand dollars derived from the *surplus revenue*, the inter-

ent of which—three hundred dollars—is now to be annually distributed among these townships. Thus the State is not directly taxed for the support of the Madawaska schools; which receive only their share of the interest of the public school fund, and the interest of the surplus revenue fund.

It may be proper to explain here the origin of the surplus revenue fund, so called. In 1838, prior to the settlement of the boundary difficulties, the State employed Philip Greely, Esq., to take the census of Madawaska. While he was engaged in the discharge of his duty, the Province authorities arrested and compelled him to desist, when he had completed only about one-half of the census. Hon. Asa Redington, our State treasurer at that time, whose duty it was to distribute the United States surplus revenue in the towns, plantations and unorganized territories, according to the number of the inhabitants, respectively, the census of this territory being incomplete, computed the inhabitants at 2,000, which would give Madawaska 6,000. He made a record upon the margin of the treasury book at the time, "*six thousand dollars due Madawaska.*" And there it remained in the treasury of the State until 1861. The undersigned had the honor of representing this district in that year, and caused the matter to be brought before the Legislature. In consideration of the State's liberal appropriations and donations heretofore, it was agreed that only $5,000 should be set apart and remain in the treasury as a special school fund, the interest of which should be expended for the benefit of schools in Madawaska Territory. I am indebted to Judge Redington for his assistance before the Judiciary Committee of the Legislature in showing the facts in the case. The interest of this fund not having been expended last year, the interest of two years became available for school purposes this year.

Twenty-two of these schools had closed on or near the first of November; only one, that in Van Buren, still remaining in session.

Wherever the inhabitants have manifested a desire for schools in their respective districts and were willing to comply with the required regulations, I have established them.

The Schools.

The school at St. Francis, fifteen miles above Fort Kent, has been taught by Miss Mary Willey of Patten; commencing the 6th of July and closing the 7th of November, making sixteen weeks. This is a small school, the inhabitants being "few and far between," most of them speaking the English language. This district has had more than an average advantage of the schools up the river, having embraced the opportunities offered them, besides subscribing somewhat liberally from their private means. This school has had twenty-seven scholars, averaging fifteen. All studied English authors. The common branches of Reading, Writing, Arithmetic and Geography were the principal studies. Miss Willey has had considerable experience in teaching, and made herself quite useful in this school. About all the pupils read well and a few excel in that useful branch. There are three districts in Fort Kent, in all of which schools have been established during the past summer.

District No. 2.

The school at Fort Kent, in this village, has been under the instruction of Miss Sarah M. Bartlett, of Hanover, in this State, commencing June 16th and closing the 31st of October, making twenty weeks. The scholars have numbered about fifty,

averaging about forty. Nearly all the branches pursued in a good country school have been attended to—such as Reading, Writing, Spelling, Grammar, History, Geography, Botany and French; also one pupil in Latin, Algebra and Bookkeeping. Exercises in Declaiming and Composition were attended to. The pupils generally under Miss Bartlett's charge have made good proficiency, and would compare well with almost any country school in the State. Miss Bartlett is an accomplished scholar, and has a superior faculty of governing her school, and commanding due respect at all times from her pupils. The greater part of the school are Americans; the rest are French. All speak the English language readily.

The school in District No. 1, in Fort Kent is quite small, as the population is sparse. It was taught by Miss Isabella Hunniwell of St. Francis. Sixteen scholars in attendance, averaging twelve. There was a school in this district the last year; and the chidren, although quite small, read and spell quite well, and have made fair proficiency under Miss Hunniwell's instruction. This school commenced July 13th and closed October 31st, making sixteen weeks.

The school in District No. 3 was taught by Mlle. Amelia Sirois of Dionne Plantation; commenced July 6th and closed October 31st, making seventeen weeks. Scholars averaging twenty—all French. This is the first school they have ever had in the District. Sixteen have studied English. This school has been well managed by Mlle. Sirois and the pupils have made good improvement. Many of them can read quite well and are orderly and respectful.

The school in St. John Plantation has been under the tuition of Miss Mary Ramsey; commenced July 20th and having kept eight weeks, closed on account of a prevailing sickness amongst the children. The population of this plantation is quite small and scattered and the school consequently small. Twelve scholars in attendance, averaging 10. All were of American parents and pursued English studies. This school has had considerable training heretofore and the scholars compare favorably with other schools in the country. Reading, Writing, Spelling, Geography and Grammar were attended to with good improvement, and the teacher acquitted herself with ability. Books used, were the First, Second, and Third Progressive Readers, and Greenleaf's and Emerson's Aritmetics.

There have been two schools in Wallagrass Plantation, the first they ever had. The one kept by Mlle. Sophie Martin of Dionne Plantation, had thirty-eight scholars, averaging twenty. Ten studied English and made fair proficiency. This school commenced July 20th; closed October 31st. Miss Martin although having had but a limited opportunity to acquire a knowledge of the English language, has given good satisfaction, and has governed her school successfully.

The other school has been managed by a Mlle. Selome Caron. I cannot give much account of this school; the teacher not understanding a word of English. The fact was, I could obtain no more *English teachers*, and the district being desirous of having a school, I allowed them to take it into their own hands and employ a French teacher. This is the only case of the kind in the twenty-four schools. This school had twenty-eight scholars, averaging fifteen, who I understand made some improvement in French. Commenced July 6th, closing September 5th, making nine weeks.

The school at the St. Luce Chapel, Dionne Plantation, has been instructed by Miss Biddie Nedeau of Fort Kent. Commenced June 1st; closed October 1st;—making twenty weeks. Number of scholars, thirty-three—averaging twenty-five. Thirteen

studied English. All could read without spelling—some fluently. Reading, Writing, Spelling and Arithmetic, were the principal studies. This school has been well managed, and the pupils have made fair improvement. This district has had considerable schooling for many years past, under French management; but no progress has been made, heretofore, in the English language.

The next school below the chapel was under the government of Mlle. Philomin Sirois of Dionne Plantation. Had thirty-five scholars—all French; averaging twenty-five. Eighteen studied English. The school has been well managed, and has made good improvement. This is the first school that they have ever had in the district. Many of them read and spell quite well in English. Deportment of the school good. All commenced in the alphabet. Although quite young and inexperienced, much credit is due to the instructress for the good order and deportment of the school under her charge.

The school below this, some three miles above the "Little Falls," was kept by Mlle. Ellen Sirois of Dionne Plantation. This school commenced July 18th and closed October 31st—making eighteen weeks. Number of scholars, twenty-four—averaging twenty. Five in English. Reading and Spelling have been their principal studies. Although this is their first school, those in English could read passably well. The teacher was but sixteen years of age, and her opportunity for improvement had been limited. Still, the school has been under good subjection. Room small and bad, especially in warm weather, as it was in a dwelling-house.

The next school below this in Dionne Plantation (opposite "Little Falls") was under the instruction of Mlle. Philomin Babbin of Edmonston (Little Falls), which commenced July 6th and closed October 31st—making eighteen weeks. Thirty scholars were in attendance—average number, twenty-eight. Twenty-three attended to English studies; seventeen in writing. The common branches, such as Reading, Writing, Spelling, Grammar and Geography, were taught in this school with unusually good results. Many of the scholars read English quite fluently, and write handsomely. This school for years past has had considerable French training, but very little of English until this year. Altogether, the deportment of this school has been unusually good; and the constant attendance of the pupils and interest taken by the parents in this district, is a sufficient guarantee that the teacher has been appreciated. Miss Babbin speaks and reads the English language fluently, which is quite an advantage over some other teachers, who speak English quite indifferently. The school has been held in an unpleasant room in a dwelling-house, although spacious and somewhat convenient.

The next school, a mile and a-half below this, in Madawaska Plantation, has been under the instruction of Mlle. Louise Ganghon of St. Basil, N. B., commencing June 15th and continuing seventeen and a-half weeks. Forty scholars have attended this school—averaging thirty. Eighteen pursued the English; twelve wrote. This school has made fair improvement in Reading, Writing and Arithmetic. The school room was in a dwelling-house, inconvenient and uncomfortable.

The next school below this, in the center of Madawaska, and opposite the St. Basil Academy, in the pleasantest vicinity of Madawaska, has been under the instruction of Mlle. Seserene Thibodeau. Forty-eight scholars in attendance—averaging thirty-eight. Sixteen have made improvement in English. Twenty-two write; six in Arithmetic; six in Geography; six in Grammar. This has been an unusually inter-

esting school. The teacher was quite young, and this her first effort. Not properly versed in English for an efficient teacher in that branch, but her native talent and energy combined to make her services valuable. Fourteen translate the French language quite well, and in all the above branches the school has made uncommon proficiency. The scholars have been prompt and constant in attendance. This shows an appreciation of the services of their instructress. The school has been held in a room intended for a granary, fitted up and made pleasant and convenient for the school.

The school two miles below the last named, in the same plantation, has been under the charge of Mlle. Marie Smith. Commenced July 18th; closed October 31st—making sixteen weeks. Number of scholars, thirty-eight; average number, 20. Twelve have attended to English; eight write; nine read English quite passably; five in Arithmetic; three in Grammar. In the above named branches fair improvement has been made. Very few of the scholars ever attended school before. This was the first effort of the teacher, who, although limited in English, has a respectable education, and will make a first-rate teacher with more experience. On the whole the agent was satisfied with the improvement and appearance of the school.

The next school in Madawaska was situated in a back settlement, some three miles from the River road and was kept by Mlle. Marie D'Aigle. Twenty-six scholars were in attendance, averaging fifteen. Only four studied the English, four wrote. It was the first school ever attempted in the place; as all the scholars commenced with the alphabet, much progress could not be expected in this school. At their next session better results may be expected.

The next school in Madawaska was in a back settlement also, in an obscure valley where no ray of the knowledge of letters ever penetrated until this school was opened. It was taught by Mlle. Euphemie D'Aigle of Madawaska. Only eighteen scholars in attendance, averaging twelve. Eight attended to the English language. All commenced in the alphabet and made fair improvement. In this and the above mentioned school, the parents were desirous for their children to commence in their native tongue, and as it was impossible to obtain any competent teachers for the English branches, I acquiesced in their wishes in part. Therefore the principal improvement was in the French language, in both of the last named schools.

The next school was in Grande Isle Plantation, in Francis Thibodeau's district, under the instruction of Master Joseph Cyr. Thirty scholars in attendance, averaging twenty. Seven in English, five wrote, three in Arithmetic, two in Geography. In all the above branches very good improvement was made, and in some instances the scholars excelled. The school appeared remarkably well—prompt and studious; teacher takes a great interest in his employment, and bids fair to make an instructor of superior excellence. This school commenced July 6th, closed October 31st.

The school next below this in Grand Isle, is the district of Paul Cyr, under the tuition of Mlle. Sophie Cyr. This school commenced June 15th and closed October 31st—making nineteen weeks. Thirty-five scholars have attended this school; average number twenty-seven. Twenty have pursued the English language; sixteen write; six in Arithmetic; four in French Grammar. In all the above branches the school has made excellent progress. Twelve read English fluently, and a large class translate well. The English is spoken and pronounced quite accurately, and generally accented well. This school has had considerable training heretofore, under the

instruction of Mlle. Cyr, who besides acquiring a pretty good French education at home, at the Academy of St. Basil, has attended school at the Houlton Academy, where she acquired a very good knowledge of our language. Her talent for teaching makes her services valuable. The government of this school and deportment of the scholars have been good. The efforts of the teacher have been unwearied in promoting the interest of her pupils, and have been crowned with corresponding success. Uncommon interest has been taken in this district by the inhabitants, who were willing to have two districts merged into one. This subjected some of the children to the necessity of walking nearly two miles to school, for the sake of having the school prolonged.

The next school below this, some two and a-half miles, in Grand Isle Plantation, has been taught by Mlle. Modeste Cyr of Grand Isle, commencing June 8th and closing October 31st—making twenty-four weeks, exclusive of three weeks' vacation. Scholars in attendance, thirty-seven—averaging thirty. Twenty-two have studied English; twelve write; twenty in Arithmetic; a class in French Grammar. I anticipated much in the success of this school, but on examination it exceeded my anticipations. It had more the appearance of an American school than any of the schools in the French Settlements. In the above branches the scholars acquitted themselves handsomely, reading and pronouncing with a good degree of accuracy. A large class translated well. For exercises the teacher read English sentences, and her scholars, each having a slate in hand, would write the same sentences after her in a handsome hand, accurately spelling the same. Modeste has had the same advantages of education as her sister Sophie, named in my mention of the last school. This school has been kept in a school-house recently erected. Although much too small, it is quite an improvement upon their former arrangement—a room in a dwelling-house.

The next school, about four miles below Mademoiselle Cyr's, taught by Philomela Daigle, in a small building, commenced July 8th and closed October 31st—making seventeen weeks in all. Number of scholars, fifty-four—averaging forty. Thirty in English; twelve in Writing; twenty in Arithmetic. Miss Daigle was unwearied in her exertions, and the scholars made great improvement under her care. She had parts of two districts in her school.

About two miles below, Mlle. Sophie Sanfasson commenced August 10th and closed October 31st. Twenty-four scholars; average 15. Twelve in English; two in Writing This was the first school ever taught in this vicinity. Great praise is due to both scholars and teacher. She was active, energetic and persevering, and they were studious and obedient.

The next school is taught by Miss White at Van Buren, better known as Violette Brook. It commenced late in August, and is still in session. She is a fine teacher, and the scholars are making rapid strides under her tutelage.

The next school, five miles from the above, was taught by Miss Esther Maley, in Hamlin Plantation. Commenced July 20th; closed October 14th—making in all twelve and a-half weeks. Twenty-seven scholars; average twenty. Twelve in English; six in writing. The first ever taught there. It was a hard task. The room was small—but she accomplished her work successfully. It may seem strange to hear that some of her "little ones" walked two miles to learn their alphabet. She speaks in terms of praise of her pupils; and I can add, they appear to deserve it.

The last school on the river, taught by Miss Mary Keegan, commenced June 25th; closed October 31st—seventeen and a-half weeks. Thirty-six scholars; average twenty. Fifteen in English; ten in Writing; six in Arithmetic. She was unwearied in her exertions; went early to her task and remained late with her pupils. She did her duty and *whole* duty. Her scholars rewarded her efforts by close application. She was highly appreciated in the vicinity. This school was one mile and a-half from the eastern boundary line of the State.

The aggregate number of scholars in attendance in the above schools was seven hundred and fifty-seven; average, five hundred and thirty-nine. In English, four hundred and sixty-five. A large proportion of the children are quite young, mostly from eight to fourteen years old—a small proportion from fourteen to twenty.

The school houses are small and poor; but six in the whole territory; an indifferent one at St. John Plantation, one at St. Luce Chapel, one in Madawaska, partly finished, one at Grand Isle not half large enough to accomodate the scholars, one at Violette Brook, a little better. Nearly all the schools have been taught in private dwellings, under many disadvantages. I have endeavored to impress upon the inhabitants the vast importance to them and their children of good school houses. This they seem to understand, and will make an effort to remedy the evil. In mentioning school houses, I quite overlooked one at Fort Kent, just completed. The old one had always been a bone of contention. A pleasant spot was selected to accomodate both districts. The room is thirty-eight by twenty-four, walls twelve feet high, with thirty-two desks, seating sixty-four scholars. It was built by subscription at a cost of $500.

I have always been hopeful in regard to the success of English schools in the Madawaska territory; but the results of the effort made this year have far exceeded my expectations. The citizens express a strong desire that the present system may continue. The scholars, generally, have been prompt, mannerly, attentive to their studies, obedient and respectful. I regard the new measure as full of promise to this secluded people. When they shall become so educated as to understand our laws and appreciate our governmental policy, they will doubtless become willing supporters of our republican system.

Very respectfully,

D. PAGE, *Agent.*

FORT KENT, November 10th.

One who reads the foregoing report of Mr. Page, may feel that it is a day of small things with the schools in the Madawaska townships. Let it be the pleasure, as it certainly is the duty, of the State, to see that they are improved and elevated by all the means in our power. I have only to suggest that the inhabitants be required to furnish comfortable rooms for the schools which may be taught among them at the State's expense; and that some system of raising money among themselves, to assist in the support of these schools, ought to be required of them as a condition of their enjoying the advantages of public instruction. The citi-

zens of these plantations are not without the means to sustain this important institution of a free republic. But with their views of duty as citizens of the State, they cannot be expected to respond to our efforts with all the alacrity which we could desire. And yet, by our patient continuance in well-planned efforts, there is no doubt that this industrious and peaceful community upon our northern border, will become, eventually, united with us in all public interests; and if not a homogeneous part and parcel of our people, they will at least cease to be, as now, a mere foreign element in our social organization.

The Normal School Act.

The action of the last Legislature upon the subject of Normal Schools is justly regarded by the best friends of popular education as very wise and timely. Many attempts have been made in former years to inaugurate in our own State a system of training for common school teachers, similar to that which has proved so successful in other States of the North. These attempts had failed from various causes in one branch of the Legislature, or both; unless indeed we regard the passage of the act of 1860, creating a Normal School in one academy in each county, a Legislative success in this interest. The practical results of the measure, with the limited means appropriated for working it, were all that was anticipated by those acquainted with the history of similar measures in other States. It gave place, two years later, to an order of the Legislature, requiring the Superintendent of Common Schools to make certain inquiries and investigations looking to the establishment of a more efficient system. My last Annual Report contained a special report to the Legislature,—as the order of the previous year required,—upon the inquiries made, the responses received, and the further action thought necessary to be taken. This report, in the regular order of business, was referred to the Committee on Education. That committee, after careful deliberation at several meetings, and after patient hearings in their committee room, and more publicly in the Hall of the House, made the following unanimous report:

Report of the Legislative Committee on Normal Schools.

The Committee on Education, to which was referred the memorial of the Trustees of Farmington Academy, asking for aid in establishing a Normal School; also, the

report of the Superintendent of Common Schools on the subject of Normal Schools; have had the same under consideration, and report:

Your Committee are satisfied that one of the most urgent requisites to the success of our public schools at the present time, is a larger supply of well qualified teachers. We believe that a very large portion of all the money expended for school purposes, is lost through the incompetency of many of the teachers employed.

To prevent this great waste in future, we look to no single remedy. School officers must keep a more vigilant watch at the school-house door against the entrance of unqualified teachers. Candidates for this important work should be impressed with the importance of making larger attainments, if they expect to find employment in the profession.

But we believe that the State, as such, has a duty in the premises which it cannot longer neglect, with justice to this great public interest.

While the State provides by law that each town shall raise money for the support of public schools, according to the population; and while it grants additional bounties, from the bank tax and other funds, to aid in sustaining these schools;—the whole expenditure for school purposes amounting to more than $700,000 annually;—is it right or wise for the State to neglect the most important means of rendering this expenditure in the highest degree conducive to the great object for which the money is expended?

No one doubts that we need a large additional number of well educated teachers for our primary and higher schools. And some may claim that we have the means, in our academies and colleges, of supplying the demand. But while we acknowledge the very important service rendered by these institutions, and must look to them for similar service in time to come, your Committee are convinced that there is need of institutions which shall make it their grand aim to train teachers for their special vocation. Our academies and higher seminaries have their various educational work to accomplish. They are training young men for college and for the various business of life.

The teacher, like the student in law, or medicine, or divinity, needs an especial training for his professional duties. This training it is the intention of the Normal School to impart. It aims to teach men and women the art of teaching. It seeks to make them familiar with the best methods of instruction and government; to impart a knowledge of the philosophy of dealing with youthful minds, developing and disciplining their mental and moral powers aright. This great work of the teacher, the Normal School assumes, cannot be accomplished without much painstaking and special appliances.

Normal, or training schools, are not an experiment. They have existed in Europe for more than a hundred years, and in this country for nearly a quarter of a century. In Prussia a Normal School was organized in 1735. In this country the first Normal School was opened in July, 1839, at Lexington, Mass.; two others were opened in the course of the following year. New York followed with her State Normal School in 1845; Connecticut in 1848; Michigan in 1849; Rhode Island in 1854; New Jersey in 1855; Illinois in 1857; Pennsylvania opened two schools in 1860–61; Minnesota one in 1860; and Iowa, in connection with her State University, established a Normal School in 1860.

The British Provinces—Canada East and Canada West, and New Brunswick, have

also their Normal Schools: those in the Canadas being very liberally endowed and efficient institutions.

The general success of these schools has been ample and gratifying. The testimony of school officers in all parts of Massachusetts, in response to a circular issued by Ex-Governor Boutwell, while Secretary of the Massachusetts Board of Education, was almost unanimous to the effect that the system of normal instruction is having a very powerful influence in elevating the standard of instruction and improving the common schools of that State. Similar testimony is given in response to similar inquiries made in New Jersey and Connecticut.

Your Committee are therefore unanimous in the conviction that Maine should put herself upon a level with other States, in this respect, by inaugurating at an early day, within her own borders, a system of instruction which has proved elsewhere of the highest value to the cause of popular instruction.

With this intent we submit the following bill.

GEORGE B. BARROWS, *for the Committee.*

Accompanying this Report of the Committee was a Bill, which with slight amendments made on its passage, was enacted in the following form:

An Act for the establishment of Normal Schools.

WHEREAS, the interests of public education are suffering by reason of incompetent teachers, and

WHEREAS, normal schools have proved in other States a very efficient means of furnishing teachers better qualified for their work,

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

SECTION 1. Three persons whom the governor and council shall appoint, shall constitute a commission to make the necessary investigations, and to locate, subject to the approval of the governor and council, two normal schools, one in the eastern and the other in the western part of the State, at such places as will best suit the public convenience; *provided*, that the citizens of such places, or the trustees of any institutions there existing, will furnish without expense to the State, suitable buildings for the instruction of two hundred pupils for the term of at least five years, and provided that such locations be not within the limits of any incorporated city.

SECT. 2. Said schools are established for the purposes and shall be conducted upon the principles herein set forth:

First—They shall be thoroughly devoted to the work of training teachers for their professional labors.

Second—The course of study shall include the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral and physical education of their pupils.

Third—The art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercise of said schools.

Fourth—Said normal schools, while teaching the fundamental truths of Christianity, and the great principles of morality, recognized by statute, shall be free from all denominational teachings and open to persons of different religious connections, on terms of entire equality.

SECT. 3. The commissioners shall be guided in locating said schools by the following considerations:

First—The size and condition of the buildings.

Second—The character of the community and healthfulness of the location.

Third—The means of access by railroad or otherwise.

Fourth—Facilities for obtaining board, and cost of the same.

Fifth—Extent and character of library, apparatus and cabinets offered for the use of said schools.

Sixth—Opportunity for experimental or model schools.

SECT. 4. The course of study shall occupy two years with suitable vacations; and together with the terms of admission shall be arranged by the superintendent of schools, subject to the approval of the governor and council.

SECT. 5. Any students who shall complete the course of study prescribed, and otherwise comply with the regulations of the school, shall receive a diploma certifying the same.

SECT. 6. Applicants for admission to said schools shall be sixteen years of age if females, and seventeen if males, shall signify their intention to become teachers, and shall come under obligation to teach in our own State for at least one year, and in case they receive the diploma mentioned in section five, two years, after they shall have graduated; and on these conditions shall be received without charge for tuition. Each pupil shall pay one dollar per session for incidental expenses of the school.

SECT. 7. Said schools shall be put in operation in August, eighteen hundred and sixty-three, or as soon thereafter as the necessary arrangements can be made therefor, due notice of the time of commencement and the terms of admission being given in the public newspapers of that section of the State in which said schools are severally located, four weeks at least before the time of commencing.

SECT. 8. To sustain said schools during the period of five years, four half townships of the public lands are hereby appropriated; the same to be sold in whole or in part at such times and in such manner as shall be deemed best by the governor and council, acting as a board of trust and management in the premises; and before these lands shall be sold they shall be advertised six months in a newspaper in Bangor, Augusta and Portland, then sold at public auction to the highest bidder; and the avails of such sales shall be deposited in the State treasury to the credit of the normal school fund thus created.

SECT. 9. It shall be the duty of the superintendent of common schools to act as superintendent of the normal schools; to employ teachers and lecturers for the same and with the consent of the governor and council to provide such apparatus and other facilities for conducting the operations of the schools as may be deemed necessary; the whole arrangements to be approved by the governor and council, who shall audit all accounts for expenditures in this behalf, and draw their warrant for the payment of the same when approved.

SECT. 10. This act shall take effect when approved by the governor.

Approved March 25, 1863.

As the date of its approval would indicate, this act did not reach its final passage until very near the close of the session. It was deliberately considered in committee, and freely discussed in both branches. **It was warmly opposed by individual members, who**

doubted the expediency of incurring any additional expense for school purposes at this time, or who had not full faith in the system of Normal School instruction. But after an earnest discussion in both houses, in which the friends of the Bill met very successfully the objections raised against it, it was passed to be enacted by a vote of thirteen against seven in the Senate, and sixty-three against twenty-nine in the House. These decisive majorities indicate very clearly that the time has fully come for an energetic movement in this direction.

The provisions of this Act are not all that leading friends of the measure could desire, but all that it was thought practicable to secure in the present state of public opinion, and the present demands upon our resources. We regard it as especially favorable to the securement of this object, that a portion of the public lands are still at the State's disposal; and that the conviction so widely prevails that no better use can be made of these lands than to devote the avails of their sale, in part at least, to the great work of public education.

The committee who were responsible for the preparation of the bill, will not object to my saying that the structure of some of its clauses, and the substance of some of its provisions were somewhat damaged by hastily inserted amendments after it left their hands. Yet the Act may be regarded, on the whole, as judicious in its provisions, and well adapted to secure a measure so long felt to be necessary to the best success of our Common Schools.

As provided in section first of this Act, Commissioners were appointed by the Governor and Council, to make the necessary investigations and to locate the proposed schools, on the conditions set forth in the Act. Messieurs Philip Eastman of Saco, Henry Williamson of Starks and Ephraim Flint of Dover, were selected for this duty. They immediately organized, and issued their advertisement for proposals, to be received until the eighth day of June, and then to be opened at Augusta. At the request of their chairman, the Superintendent issued a circular to institutions and citizens purposing to make proposals to accommodate the schools, explaining the requirements of the act more fully. He also visited numerous institutions, to aid the trustees or other parties interested, in examining the merits of the system, and the demands which would be made upon them, should they undertake the responsibility of providing for these schools.

Propositions to furnish the necessary accommodations for the Normal Schools, were afterwards received from the Trustees of Paris Academy, Gorham Seminary, Farmington Academy, Litchfield Academy, and citizens of Bucksport.

The Commissioners proceeded to examine, on the ground, the facilities offered for this purpose by the several parties named above, and reported in favor of Farmington as the site of the Western School and Hampden as the place of the Eastern; as will be seen by the following paragraphs from the

Report of the Commissioners.

"Each locality which we have visited possesses its own peculiar advantages above the others in some of these particulars; and in comparing them, and balancing the one against the others, we have had no little solicitude that we might arrive at a judicious and satisfactory conclusion. After a very careful and deliberate, and we trust, impartial investigation, having reference to the considerations prescribed in the Act, for our guidance, and the promotion of the very important objects desired to be secured, we have decided to locate one of the said Normal Schools at Hampden, and the other at Farmington; subject to the approval of the Governor and Council; *provided*, the Trustees of Hampden Academy, at that place, and the Trustees of Farmington Academy, at that place, shall fulfill, in a manner satisfactory to the Superintendent of Common Schools, the proposals and assurances by them respectively made to us, and herein substantially stated."

The statement in regard to the Farmington offer is as follows:

"The Trustees of Farmington Academy offer their present Academy building, which is fifty by thirty feet, and two stories high, to be divided into recitation rooms, with settees, blackboards, &c. They propose to erect an additional building about sixty by forty-five feet, and to finish upon the first floor a school-room with permanent seats, with desks for two hundred persons; and upon the second floor a hall for lectures and other uses, to be furnished with moveable settees. Also, other suitable rooms for library, apparatus, dressing-rooms, etc." "They have also an available cash fund of $4,000, all of which they will appropriate for erecting, altering and furnishing the buildings, and for such other objects as may be deemed necessary.

"We are assured that board for two hundred students may be had in respectable private families, within three-quarters of a mile from the Academy, at from $1.75 to $2.50 per week, according to the accommodations required; and that an arrangement will be made with the Androscoggin Railroad to transport students from abroad to and from the school for one fare."

All which is respectfully submitted.

PHILIP EASTMAN,
HENRY WILLIAMSON,
EPHRAIM FLINT.

AUGUSTA, June 19, 1863.

On examination of this report of the Commissioners, the Gov-

ernor and Council, desiring further time to consider a subject of so much importance, and wishing to have before them all the documents on which the Commissioners had based their action, passed an order on the twenty-fourth of June, that the Commissioners should deposit in the office of the Secretary of State, the several propositions submitted to them by citizens or trustees, with all the facts within their knowledge or possession, relating to the establishment of said schools.

These additional facts and papers were submitted by the Commissioners, under date of August 7, 1863, and the whole subject was taken up and duly considered by the Governor and Council at the autumn session, September–October. After a protracted discussion, and viewing the subject in its various aspects, they passed an order confirming the action of Commissioners, in locating the Western School at Farmington, with the following proviso:

"*Provided*, The said Trustees of Farmington Academy will furnish, without expense to the State, suitable buildings for the instruction of two hundred pupils, for the term of five years, the same to be completed by the fifteenth day of August next."

This delay in reaching a final action on the report of the Commissioners, together with the fact that no funds had accrued from the sale of the lands appropriated for the support of the schools, necessarily prevented their being opened for an autumn session in 1863, as the act contemplated.

The Trustees of Hampden Academy, moreover, apprehensive that this delay of the Council to take final action upon the report of the Commissioners, would result in the selection of some other place for the Eastern School, or even in the ultimate defeat of the measure, thought it unwise to interrupt the ordinary operations of their institution by waiting, and withdrew the proposals previously made. There remained, therefore, nothing further for the Council to do in regard to the Eastern School, until the Commissioners should make a new location.

In the mean time, proposals having been received from the citizens of Brewer and Castine, to furnish accommodations for the Eastern School, the Commissioners visited those places; and after comparing the advantages there offered, with those previously offered by the citizens of Bucksport, they made selection of Castine, as the site of the Eastern School.

Their report, dated November 16th, sets forth the advantages of

this place, and the accommodations offered by the citizens, for the purposes of a Normal School.

At the time of the present writing, no action on this report has been taken by the Governor and Council.

It is proper for the Superintendent to say in this connection, that he has deemed it his duty from the first, to abstain from the expression of any opinion beforehand, intended to influence the Commissioners in making their selection of places for these schools. Declining to be made one of the Commissioners by a provision of the act itself, as was proposed by the Committee on Education, he has been governed by the same considerations of propriety, in leaving the whole matter to the discretion of the Commissioners appointed for that purpose. I do not doubt the independence and impartiality of their proceedings, and their fidelity to the important trust committed to them. But while they have endeavored to make their selection from the places offered, with a just regard to the principles prescribed for their guidance, it is doubtless true that places might have been selected, somewhat more central in the several districts, had offers been received from those places, or such offers as the commissioners deemed favorable. The public may rest assured, however, that the places selected by the Commissioners are well-adapted in themselves to become the school residence of students who may resort to them for instruction. Farmington is a beautiful village, in the rich agricultural region of of the Sandy River, and surrounded by scenery of unsurpassed attractions.

Castine lies upon the bay and ocean, at the mouth of the Penobscot, and is remarkable for its healthy location and pleasant surroundings. In both places the citizens manifest a very lively interest in the success of the Normal enterprise.

At Farmington the Trustees are determined to spare neither effort nor means to render their buildings all that can be expected or desired for the purposes of the school. The site of the Academy is accessible and pleasant. They have already removed the old building to the rear of its former position, and commenced putting it in repair as a part of the establishment; while they have contracted for the bricks and lumber for the construction of the new main edifice, as early as possible in the next season. Their plans are upon an ample scale, and in good taste; and their proposed expenditure will considerably exceed their offer to the Commis-

sioners. Board will be furnished upon reasonable terms, and all persons who attend the Normal School will be allowed to pass over the Androscoggin Railroad both ways for one fare.

Castine has for many years exceeded all other towns in the State, in its pecuniary expenditures and other efforts to promote the interests of public education. Its schools are already models, and the spirit of the people is in fine accordance with the aims and purposes of a Normal school. Castine is accessible by daily stages from Bangor, Ellsworth, and all the East, — and will have daily connection by steam, with Belfast, ten miles across the Penobscot bay; and other places on the river. The facilities for board and the buildings offered, are such as the Commissioners judge to be adequate for the uses of the school.

It seemed to me proper to say so much of the places which the Commissioners have selected for the schools, and the general facilities offered for their accomodation. The general object and plan of the schools is indicated in the Act. The details of the course of instruction, and the terms of admission are yet to be arranged, and will be published in ample season for the information of young ladies and gentlemen who may wish to attend the opening session in August or September next. It may be sufficient to say here, that the course of study and general management in these schools will be based upon the methods and experiments of similar institutions of long standing in other States, modified by our own peculiar wants. We shall seek to include the advantages apparent in different schools, elsewhere, and add to them whatever we can, that shall seem specially adapted to the circumstances of our own public schools and the necessities of our teachers. The course of study is to occupy two years. There are many young teachers in the State, familiar with most of the branches which will constitute the course, who will gladly embrace an opportunity to review those branches and devote a larger part of their time to the study of *didactics*, or the science and art of teaching and school management. It is expected therefore that a class will be organized in each school to commence with the second year's course, reviewing the first. Much larger classes will doubtless commence with the first year's studies.

The Demand for Normal Schools.

It would seem hardly necessary to allude to the demand for Normal Schools among the people of the State, now that the act creating them and providing for their support, has been passed. And yet I cannot leave this topic of my Report, without briefly alluding to the opinion expressed in some quarters, that there is no demand for Normal instruction in Maine. It has been said by some persons that there is no expression of interest in the enterprise. It is not a matter of wonder that public men, engaged in the pressing duties of the time, in connection with military or political affairs, or absorbed in their own private business, should hear but little of school affairs, or fail to become familiar with the wants of the people in this regard. My own connection with the teachers and school officers of the State, gives me opportunities to know more of their wishes and wants in this respect; and my acquaintance with the schools, convinces me more painfully every week, of the necessity of this measure to elevate the standard of qualifications, and to inspire new interest in teachers. Besides the private expressions of interest in this movement, made to me in all parts of the State, both before and since the act, there has been hardly a gathering or convention of teachers in the State for many years, in which some formal opinion has not been expressed in in favor of Normal Schools. At a recent County Convention of teachers, held at Skowhegan, it was

"*Resolved*, That it is with gratitude and pleasure that we extend our most sincere thanks to the Legislature, Governor and Council, for the wisdom which prompted them to establish Normal Schools in this State; thereby removing one of the greatest obstacles to proper instruction in our common schools."

And, at the annual meeting of the *State Teachers' Association* at Bath, in November last, it was

"*Resolved*, That we gratefully recognize in the action of the Legislature of our State during its last session, in the establishment of Normal Schools, a wise and far-seeing provision for the better preparation of our teachers for their important labors."

Many letters have been received at my office, congratulating the friends of progressive education on the passage of the act, or inquiring with eagerness for the time when the Normal Schools would commence,—the terms of admission, course of study, and probable expenses. And the fact that this measure was passed in

both branches of the Legislature by so decisive majorities, very surely indicates an impression in the minds of that honorable body, that there existed a public necessity and a common demand for such a measure. Were all these intelligent gentlemen so blind to to the public sentiment, or were they actuated in their course by some concealed and unworthy motive?

But I hardly need to remind thinking men that *nothing* is demanded by the people until their attention has been often called to its merits; and that some things need to be *supplied first*, in order to create a large demand for them. The true educator must often act upon this principle; and although we believe in a present demand for these means of normal training, yet without doubt, the demand will become greater the longer the opportunities shall be enjoyed. To the objection sometimes made, that existing academies, seminaries and colleges, are sufficient to meet the necessities of our young men and women preparing to teach, it may be said, very briefly and very truly, that with all their efforts, however worthily made, they *have not* done it. And with the highest respect for those institutions and their devoted instructors, I submit that they *cannot* do it, with the multiplicity of objects already engrossing their attention; unless, indeed, they modify their character as classical and miscellaneous schools, and become teachers' seminaries or normal schools proper. In this case, they come upon normal ground, and are welcome co-workers to the same end. And any efforts which academic institutions may be prompted to make, to furnish to their pupils facilities for instruction, like those enjoyed in the Normal Schools, will be one of the happy results expected to spring from the opening of these schools. It is to this incidental influence that much of their value will be due. Only let such normal departments in miscellaneous schools, assume no character which the facts will not justify.

Between all our educational institutions there should be only the honest and generous rivalry which springs from the desire to excel each other in promoting the interests of education. Thus while the classical academy, the agricultural school, and the commercial college, have their special and appropriate fields of education, let the Normal School, also, be admitted to the brotherhood of educational establishments, on terms of honorable equality and cordial good neighborhood. Each will doubtless command the patronage which it deserves, and there is room and work for them all.

I have not thought it worth while to re-argue the necessity of the teacher's obtaining, in some way, a special education for his work. For while there is much truth in the common remark, that the successful teacher must be born to his profession, very few persons, at the present day, will affirm that his "born" faculties are sufficient for the emergencies of school life, without proper training and equipment. It is as true of lawyers, physicians, mechanics and horse-jockeys, that they are born with certain natural aptitudes for their future employments. But they all need some training for these employments, nevertheless; unless we except here and there a physician, who claims an extraordinary endowment of nature, in the fact of being a seventh son of a seventh son! Teachers claim no such unusual gifts.

That the Normal School is well adapted to develope whatever faculties the candidate for this employment may have concealed within him, or to disclose the fact that he gives no promise of success in the work, is proved by years of successful experiment. A brief sketch of the history, character and success of normal school instruction, would be in place here, if our limits allowed. It may be given in the Appendix, if sufficient space shall remain unoccupied.

Action in Regard to the Bank Tax.

A very important item in the State revenues, devoted to the support of common schools, has been the Bank Tax, of one per centum annually, upon the bank capital of the State, which for many years, has been distributed from the treasury, according to the school population of the several towns. The amount of this tax, distributed in 1862, was $78,455. The interest of the school fund proper, was only $9,500 20; a very small proportion of the whole amount distributed. Under the pressure of increased local and national taxation, the representatives of the banking institutions of the State, obtained the passage of an act by the last Legislature, the first section of which is printed below.

*An Act * * * * to remit a portion of the bank tax.*

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Sect. 1. That from and after the first day of April one thousand eight and sixty-three, there shall be remitted to the several banks of this State such portion of the semi-annual bank tax stipulated by their charters to be paid to the State as shall be equal to the amount of tax required by the laws of the United States to be paid on

the circulation and deposits of such banks to the United States; *provided* that the sum shall not exceed the amount of one half of one per centum per annum on the capital stock of the bank to which the same may be remitted. The receipt of the proper United States officer of the payment of the tax to the general government on the circulation and deposits of any bank of this State, shall be evidence of the amount of such payment, and on presentation of the same to the treasurer of State in the months of April and October, he shall credit to the banks producing said vouchers the amount appearing by the same to have been paid, subject to the limitation that it does not exceed [one half] the amount of the tax due from such bank, and these vouchers held by the treasurer shall be allowed him in the settlement of his account as so much cash.

This act had no effect to diminish the amount apportioned to the towns for school purposes in July, 1863. It was in fact, for other reasons, somewhat greater than for the preceding year. The semi-annual bank payment, made in October, 1863, was about one-half the usual amount, and if no other legislation intervenes, the same may be expected in April next; so that for the coming year, towns will receive from this source, only about half the usual annual sum.

The *diversion* of the bank tax to the payment of the State debt, or to defray the expenses of the war, has been several times agitated, but has always met with an earnest opposition by the people and their representatives, and has not been effected. To this more radical action of the Legislature, by which about one-half the usual tax is remitted, the people will submit, with great regret. Every city, town and plantation will feel it, in the diminution of their school funds. If there were reasons of State policy or common justice to require it, no complaint should be uttered. But if it shall appear on future investigation, that the special favor granted to the banks, by legalizing the suspension of specie payments, is more than equivalent to the National tax, and that their increased business enables them still to make an undiminished dividend of seven or eight per cent. on their capital stock, the school interests, or in other words, the people themselves, will justly ask that the law, remitting the tax, be repealed. It is well, however, for the people to understand that the uncertainties now surrounding the whole matter of the State banks are such, that they may rather expect the loss of the whole income from this source, than the restoration of that which is already gone. In these circumstances, the only remedy is, for the towns to raise by taxation, for the support of their schools, what they lose by the diminished

State revenues, or make their schools so much *better in quality, by other means*, that they will not feel the pecuniary loss.

Action in regard to the Agricultural College.

The measure inaugurated by Congress, by an appropriation of the public lands, for the establishment of a college in each State, "for the benefit of agriculture and the mechanic arts," was thought to be so intimately connected with the education of the whole people, that the Superintendent of Common Schools felt justified in making it the subject of a few paragraphs in his last annual report. The Secretary of the Board of Agiculture could do no less; and the Governor foreseeing the importance of the measure to the industrial interests of the State, made a special presentation of the subject in his inaugural address. The importance of the subject is not diminished, and the necessity of suitable action by the next Legislature is more immediately pressing.

To carry out my plan of reporting the action of the Legislature upon all educational matters, although but indirectly related to the Common Schools, it is thought proper to present in this connection, for the convenience of readers, the Act of Congress referred to, and the Resolves passed by the Legislature in accepting its provisions:

The Act of Congress "donating lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each senator and representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: *Provided*, That no mineral lands shall be selected or purchased under the provisions of this act.

Sect. 2. *And be it further enacted*, That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled under the provisions of this act, land scrip to the

amount in acres for the deficiency of its distributive share; said scrip to be sold by said States, and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: *Provided*, That in no case shall any State to which land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States, but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents or less per acre: *And provided further*, That not more than one million acres shall be located by such assignees in any one of the States: *And provided further*, That no such location shall be made before one year from the passage of this act.

SECT. 3. *And be it further enacted*, That all the expenses of management, superintendence, and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned.

SECT. 4. *And be it further enacted*, That all moneys derived from the sale of the lands aforesaid by the State to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, (except so far as may be provided in section fifth of this act,) and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

SECT. 5. *And be it further enacted*, That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative acts:

First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum, not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the respective legislatures of said States.

Second. No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretence whatever, to the purchase, erection, preservation or repair of any building or buildings.

portion of the same, as the Governor and Council shall advise, receiving therefor only the lawful money of the United States.

Resolved, That the persons constituting said board be also a committee, whose duties shall be to solicit and receive subscriptions and donations, and also proposals for location for a college to be established under said act of Congress, to entertain all propositions, which may be made for that purpose, to deliberate upon and consider the respective advantages of the various locations, examine such establishments of a similar character as may be accessible to them, confer with other States engaged in the same enterprise, and prepare and provide plans, estimates and a working educational system in accordance with the spirit and intent of said act of Congress, and gather all such other information as they may deem useful in considering the establishment of such an institution, and report to the next legislature; but no expenses shall be incurred under this second resolve to be made a charge against the State.

It is matter of regret, that the regents provided by these resolves, to be chosen in joint convention of legislature, were not elected. In the confusion attendant upon a convention of the two branches, on the last morning of the session, some want of harmony in the preliminary action, proved sufficient to defeat an election of the regents, and the convention was dissolved without consummating the action intended by the resolves. In this position the matter awaits the action of the coming Legislature. It will, without doubt, receive such attention, as a measure so vital to the interests of the whole people, demands at the hands of their representatives. When the war, which is now taxing, but not exhausting, the energies of our people, shall be ended, peace, with her nobler pursuits, will return to us, prepared for new victories. We shall then need the best possible agencies to develop our resources and to train our people to the largest intelligence and truest patriotism; and we should hail with pleasure the prospect of new facilities by which the masses of our population may acquire the scientific and practical education so essential to our still higher progress as a great people.

Action in Regard to the Superintendency.

I should leave my report of the Legislative action upon school matters, incomplete, should I omit to record a report of the Committee on Education, upon an order submitted by the House, early in the session, touching the office of the superintendent of common schools. Were this a merely personal matter, I should feel some delicacy in calling attention to the subject. But, inasmuch

as it concerns a public office and public duties not necessarily devolving upon myself, or so devolving for but a limited period, I ought to have no hesitancy in reproducing the Committee's Report. It may answer similar questions, should they arise at any other session of the Legislature, and may possibly save time to some future committee of investigation.

Report on the Superintendency.

The Committee on Education have had under consideration the order of the House relating to the office of the Superintendent of Common Schools, and beg leave to report:

The order is in the following words:

"*Ordered*, That the Committee on Education take into consideration the expediency of repealing all laws establishing a Superintendent of Common Schools, and County Conventions of Teachers, and report by bill or otherwise."

The gentleman who submitted the order is reported to have said that he offered it at the suggestion of many members of the House. "He did not feel committed upon the subject in any way, but he did feel a desire to be enlightened on this matter; and such, he thought, was the condition of many other members. Therefore, he was desirous that the Committee on Education should investigate the subject—a very important subject—and give us their views in full."

This order was evidently made in a spirit of proper inquiry, with reference to an important part of the public service, and not with any hostility to the great interests of public education.

Your Committee have endeavored to bring a like spirit to the examination of the subject thus referred to them; and now ask your attention to the considerations which have influenced them in coming to the conclusion which they are about to submit.

Such a report, we judge, will be more satisfactory to the House, and to the friends of education generally, than the naked recommendation to abolish or to retain the office.

The Duties of the Office.

The act creating the office of Superintendent of Common Schools, thus defines the duties originally assigned to him. [Revised Statutes, chapter XI.]

Section 63. The Superintendent shall devote his time to the improvement of common schools and the promotion of the general interests of education in this State. He shall carefully investigate the operation of our school laws; collect information in regard to the arrangement of school districts, the location and construction of school-houses, and the use of the best school apparatus; consult and advise with superintending school committees on the selection of text books adapted to the wants of schools, and on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools; inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of Secretary of State, and obtain from them such facts and statistics as may be useful,

and in general, procure information from every available source for the improvement of common schools.

SECT. 64. By correspondence with teachers, school officers, and others, and by public addresses from time to time, in different parts of the State, he shall endeavor to disseminate the information he has acquired, and awaken a more general interest in public education.

SECT. 65. He shall prepare blank forms for all returns required by law, or deemed by him necessary, to be made by school officers and teachers, which shall be printed and distributed by the Secretary of State to the Superintending School Committees on the first day of October, annually. [changed to March.]

SECT. 66. He shall annually, prior to the session of the Legislature, make a report to the Governor and Council of the results of his inquiries and investigations, and of the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Section 68 of the same chapter, made it his duty to "hold annually a Teachers' Convention in each county." By the Normal School Act of March 20, 1860, these County Conventions were abolished; a fact which seems to have escaped the attention of the gentleman who moved the order under consideration. The Conventions which have since been held in various parts of the State, have been sustained by voluntary efforts of teachers and friends of education, with the coöperation of the State Superintendent.

The Normal School Act of 1860, which was in operation two years, required the Superintendent to visit the eighteen institutions with which these schools were connected, "during each term of the Normal Schools—to make examination of the course and character of the instruction, and to make such rules and regulations for the management of the schools as he might deem necessary—to prescribe the course of instruction, and notify the Governor and Council of any failure of the institutions to fulfill the conditions of this act." By an amendment of this act, approved February 28, 1861, it was provided that in certain contingencies, institutes might take the place of these county schools.

In accordance with this amendment, institutes were held in the counties of Franklin, Piscataquis and Lincoln. This fact, in connection with the holding of the voluntary conventions, before mentioned, probably gave rise to the impression that the County Conventions of former years are still in existence.

The act of February 10, 1862, abolishing the Normal Schools connected with the eighteen Academies, it was provided as follows:

"SECT. 2. It shall be the duty of the Superintendent of Common Schools to visit the academic institutions in the several counties, so far as it may be consistent with his other duties, and by lectures and other instructions to assist the teachers' classes there organized, in acquiring a familiarity with the best methods of instruction and school management."

In the following section it was made his further duty to institute inquiries looking to the future establishment of Normal Schools. The result of his inquiries are embodied in his report just issued. The labors thus assiged to the Superintendent by the original act, and by subsequent legislation, appear to your Committee to be very important, and sufficient to occupy very profitably his entire time.

We find in his report of last year the following remarks, in answer to the inquiry, "*What has the Superintendent to do?*" He says: "I should prefer, for obvious reasons, to make no mention of my official labors. But these inquiries are so often made, either in the spirit of a laudable curiosity, or from a worthy sense of responsibility to guard well the public interests, that I am disposed to furnish the desired information, so far as may seem necessary, for the enlightenment of persons not conversant with educational affairs." After referring to the subsequent acts, enumerated above, he remarks:

"The duties, thus set forth, might well occupy the whole time and strength of three men instead of one. The corresponding duties of Massachusetts employ at least four times the number of persons, at six or eight times the expense. It is safe to suppose that the time of one man in our larger territory must be fully occupied, and much work be left undone which ought to be performed. Such has been my experience. My labors have known no cessation from the year's beginning to its end, save the occasional respite of a few days, to gather strength for their renewal. Three-fourths of this time has been spent away from home in visiting schools, conducting institutes, and lecturing upon topics of education, or in examining the returns made to the Secretary's office and preparing an epitome of the same for my report. The preparation of the statistical tables, in itself the work of several weeks for one person, has been done by my own hand or by clerks paid from my own pocket.

The examination, sifting, revising and arranging of the town reports is no inconsiderable labor; and the preparation of my own report proper, involves a larger expenditure of time than persons unacquainted with such labors might at first suppose. The remaining time has been given to the constant correspondence already alluded to, and the other writing necessarily appertaining to my position.

In the lectures and addresses required before various popular audiences, institutes, and schools, it has been necessary to present a great variety of topics, really requiring much more time for preparation than it has been possible to find.

In the further "endeavor to disseminate the information acquired, and to awaken a more general interest in public education," I have made such use as I might of the public press; communicating many articles upon educational topics to the "Maine Teacher" and various weekly journals; thus hoping to reach and possibly to stimulate by means of the pen some persons whom I could not reach by the living voice.

So much for the statement of the Superintendent. Let us examine some of these points more fully.

During the first two years of the present incumbent's service, we learn that he visited the institutions designated as Normal Schools, twice in each year, while in operation as such, discharging toward them the duties required by law. To do this, involved a circuitous and indirect travel of many hundreds of miles, across the length and breadth of our large territory. Since the discontinuance of the Normal Schools by the act of last year, his special labors have been somewhat modified; many of these academic institutions receiving his visits as required by the provisions of the new statute. His general labors, as designated in the original act, have constantly increased. For example; the last year, in compliance with an amendment of the school law, the town committees are required to send their reports to the Superintendent for his examination, whether these reports are printed or not. As a consequence, a much larger number than ever before, and very many of them in

manuscript, have been received at his office. To examine all these reports, and to draw from them such statements and suggestions as would be useful to circulate through the State in his own report, and to classify and arrange them under their appropriate heads, with the necessity of shaping many of them for publication, must be the labor of several weeks. The examination of the *returns* made to the office of Secretary of State, and the preparation of the statistical tables, is a different labor, requiring still more time to perform it.

Take another item of duty required by the statute. "*He shall inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties;*" "*and in general procure information from every available source for the improvement of Common Schools.*" To meet this requirement, the Superintendent should devote a portion of his time to reading the various educational publications of other States, periodicals, reports, and essays upon the art and science of teaching. He should also visit the Normal and other schools of best reputation, to learn their methods of school training. This, we find, upon inquiry, he has done, as far as his time and the means at his disposal would allow; having visited the Normal Schools in the other New England States and in the British Provinces, to learn from them any new methods of teaching and of training teachers.

The next Section, 64, requires that he shall endeavor to disseminate the information thus acquired, by correspondence with school officers, by public addresses, etc. The correspondence with school officers is a very considerable item of his duties. Something of the nature of this correspondence is indicated in a section of his last year's report, under the head of "*Queries and Replies*," commencing with page 48. It will there be seen that questions of school management—interpretation of school laws—proper use of school money—duties of agents—causes for which a teacher may be expelled—and the authority of committees in managing school affairs—are among the inquiries directed to the Superintendent; some of which require time to investigate, in order that the advice given may be in accordance with law.

Public Addresses are named in the Statute as among the means by which the Superintendent "shall endeavor to awaken a more general interest in public education." We have thought it proper, in this investigation, to inquire of the Superintendent in regard to the occasions on which he has been called to make such addresses. We learn that, in addition to the many familiar addresses made in schools, and at evening gatherings of the people, he has had occasion to prepare special lectures for more formal occasions—such as school conventions, the dedication of school-houses, the State Teachers' Association, the medical school at Brunswick, etc. The preparation of new and different lectures for many of these occasions must have occupied several weeks of time. We find the Superintendent has devoted still another portion of his time to the preparation of numerous articles for the press. He has thought it wise to aid in sustaining a monthly publication for teachers, which serves as an excellent medium of communication between himself and teachers and school officers throughout the State.

Your committee are aware that these services are not such as attract public attention, and make a marked impression on the public mind. We regret to say that all questions of education fail to interest the community as they should. Our business men generally, traders, lawyers, lumbermen and politicians, scarcely give any

heed to schools, or teachers, or lectures on education. What may be done, or left undone, on these subjects, they do not often concern themselves to know. But the fact that such labors escape their notice, does not disprove their importance and value.

The office of State Superintendent is the only proper expression of the State's connection with, and authority over the school affairs of the towns. The State has enacted laws for the regulation of school affairs. The State annually distributes a large bounty among the schools, and requires annual returns of the expenditure of its money, and the condition and progress of the schools, with certain penalties attached for failure to make these returns. By the feeling of responsibility to the State, something more of promptness and efficiency in school management is doubtless felt among town officers.

Your committee regard as a prime condition of highest success in our schools, a more watchful supervision of their interests, by both State and town authorities. The expenditure of money, and the employment of labor, in schools as in all other business, requires oversight and accountability; and we do not hesitate to say that a large portion of our school money is squandered every year, from this very want of care, or from incompetency, in those who have the direction of its expenditure. For abundant proof of this point, we refer you to the section of the Superintendent's recent report, entitled "*Our Glory and our Shame.*"

We need, then, most assuredly, some officer who shall represent and enforce the State's supervision over the schools which exist by its laws and receive its annual bounty.

Your committee would take the liberty here to suggest whether the supervisory powers of the Superintendent should not be still further enlarged, thus rendering his services to the State more efficient and valuable.

In regard to the value of the Superintendent's Reports, we have no need to speak to those who have examined them with care. They seem to us very carefully prepared, able and instructive documents; doing credit, alike to that officer himself, and to the department of education which he represents. We do not deem it improper, under the circumstances, to say, that in our investigation, in our necessary conferences with the Superintendent, we have had opportunity to examine several letters and notices from the best judges at home and abroad, which are in a high degree complimentary to the skill and ability with which these Reports are drawn up.

We learn also that these Reports are eagerly sought for by the teachers and active friends of education throughout the State; the number printed never being sufficient to supply the demand.

Not less kindly appreciated and highly valued have been his services in the conventions and schools where he has labored, as we have occasion to know from various testimony. And the only complaint from any quarter, seems to be that services so important cannot be rendered in many places at the same time. We have reason to believe, however, that in this respect he has done what he could with the time and means at his disposal.

In reviewing the whole subject, considering the large amount of money annually distributed by the State to the several towns, amounting, the past year, to nearly $88,000, and the necessity also of a proper supervision of all our educational affairs, your committee can only come to the conclusion that the office of Superintendent of

Common Schools, cannot be dispensed with, without injury to the educational interests of the State, too great to justify the measure.

We therefore report upon the Order referred to us, "Legislation inexpedient."

For the Committee.

GEORGE B. BARROWS,
CORNELIUS STONE,
OSGOOD N. BRADBURY.

Another order was introduced near the same time, inquiring whether the salary of the same officer,—now one thousand dollars,—might with propriety be reduced. The Committee to which it was referred, reported, "legislation inexpedient;" while some members of the Committee were deterred only by considerations of policy from recommending that the salary be restored to the original sum of twelve hundred dollars, and the allowance for expenses,—now two hundred dollars,—to the amount of five hundred dollars, from which it was reduced two years ago.

The Superintendent will make no comment on these reports and suggestions of the Committee, further than to say that his duties, as modified by legislative action, have been increased rather than diminished, involving an expense for traveling and incidentals, much exceeding the amount appropriated to defray them. He will, at a seasonable time, ask such attention to this matter, for his successor, if not for himself, as simple justice requires.

The amount and character of his labors for the last year, will be indicated more or less fully in the further progress of this Report.

VOICE OF THE TOWNS.

The annual reports of the Superintending school officers, made to their several towns, have always contributed an important part to the reports of the State Superintendent.

Many of the towns fail to make such reports, as the law requires. Many others fail to send them to this office, as the law, amended in 1861, now requires, *whether printed or not.* Many of those which are sent, contain no very valuable suggestions. Others contain remarks, important in themselves, but from frequent repetition, less important to be printed.

In my last year's report, the most valuable of these suggestions were classified under important leading topics. I find, in attempting to make a similar classification of the topics presented in this year's town reports, that the old themes constantly re-appear; and that the defects and excellences noted and remarked upon, and the remedies urged, are much the same as in former years. This fact might seem at first thought, to be a good reason for excluding them from this report. But a second thought will convince the reader, that in school affairs, as in all other departments of life and action, we need "line upon line, precept upon precept, here a little and there a"—*good deal more of the same sort.* I shall, therefore, apologize neither for myself nor for the town committees, if some points are suggested in these pages, which may seem like thrice told tales. Sure, we are, that these "facts and opinions" ought to be kept before the people until they are duly heeded. At the same time I have endeavored to select from these reports, to be embodied in my own, such passages as will be worthy of circulation among the towns of the State, as a means of mutual counsel and incentive.

Pursuing a somewhat different plan from that which was adopted in my last report, I beg permission of the town committees, to publish here, so much or so little of their "general remarks" as may seem suited to my purpose; and I shall sometimes damage a fine paragraph, perhaps, by dismembering it without compunction. Besides the "remarks" which so generally and so properly close

the reports of the committees, I find a great many incidental expressions in reporting the particular schools, which contain more valuable hints than the more formal statements and exhortations of the "summing up." Let the reader understand that they are disconnected sentences, taken from different parts of the reports, for the sake of some hint or thought which they contain. This is done with no intention to report the condition of particular districts, or the success or failure of individual teachers, at all; but if their names sometimes appear incidentally, it is because of their connection with some fact of more or less importance, or some principle or truth brought out by the committee.

The order of presenting the different towns in this report, will be wholly miscellaneous, for several reasons. We have formerly given them in alphabetical order; thus excluding any towns whose reports might happen to come in after we had passed the point in making up the report, which they should occupy in the alphabet. They may now be received on the last day of grace. Again, by always giving the first place to towns which happen to be first on the alphabetical list, they have an advantage over those which come in afterward; inasmuch as the reports which follow may seem to be less original in their suggestions, if they happen to be similar to those which have gone before. The *Index* will give the page on which the report of any town may be found. It will be noticed that several of the reports are made by *supervisors*, who were elected in the spring of 1862, before the towns were aware of the change in the law, by which it is now required that a *committee* shall be chosen in each town.

Corinth.

Noah Barker, C. D. Chapman, *Committee.*

The Committee thus allude to the spirit which should actuate them in reporting the schools:

We would preface our report of individual schools, with the assurance that we shall not, for the purpose of gratifying friends, or offending enemies, deal in either "white-wash" or "blacking"—or, poetically expressed, shall

"——nothing extenuate,
Nor aught set down in malice."

As we understand the law, its object in requiring an annual Report from the Committee, is to give a faithful statement of the character and progress of the schools, of the success or failure of the teachers, of the good or bad behavior of the scholars, and

the demands of the schools as they exist, in order to elevate their character, and to stimulate teachers, and all others concerned, to a faithful and persistent effort to make our District Schools what they should be.

They suggest a reason for failure:

While our schools for the year past, may, as a whole, compare favorably with those of former years, still, in our opinion, they hardly come up to that standard of excellence which their importance demands. Their failure in this respect may be attributed to a combination of several causes; the first or principal of which is a lack in government—the great want of the present age. The next, is a want of loyalty, or submission to such wholesome laws, rules and regulations as are necessary to promote the greatest good of the greatest number, and applies as well to political as to educational institutions. In this connection we should not forget that we are living in a "fast age," in which "the children of this world are in their generation wiser than the children of light"—an age in which not only school children, but "children of larger growth," are striving to break loose from *all* government, whether parental, scholastic, or national,—an age in which Rebellion stalks through the land, without reason, justice or law! And if Treason is allowed not only to lurk privately in our midst, but to exhibit its snaky head in "high places," what guaranty have we for the perpetuity of our republican institutions, except it be in the intelligence and moral culture of the rising generation?

It is a mistaken idea to suppose that *standing by* our government, or crushing out the present Rebellion, is the only responsibility resting upon us as loyal citizens; for, as "intelligence is the life of liberty," unless we so educate our children as to enable them to appreciate the blessings of a free government and free institutions, and imbue them with the true spirit of patriotism, that they may transmit these sacred blessings to succeeding generations, then shall we, as well as our fathers, have labored and struggled in vain.

Voting school money not our whole duty:

Nor, in educating our children, should we suppose that our whole duty to them is performed when we have voted the amount of school money required by law, and placed in their hands the requisite school books. Nor is an efficient teacher all that is requisite, in order to make a school what it should be. A commodious, convenient and comfortable school-house is indispensable, and should be furnished with Blackboards, Outline Maps, Globes, and a "Common School Apparatus."

It is essential that parents coöperate with the teacher, visit the school often, not in a fault-finding disposition, but to aid him in his labors, to learn how the school is progressing, the comparative progress of their own children, and for the encouragement of all. They should sympathise with the teacher in his efforts, and ever bear in mind that his is not only a very responsible, but a most trying situation. If they find it difficult to manage, and decide at all times upon the proper course to be pursued in governing their own children at home, they may judge what his task must be who has to contend with a host of mischievous ones in the school-room. They should also take an interest in the studies to which their children are attending, and see that they study out of school as well as in, especially during the long winter evenings; for small progress will be made in study by those who spend their

evenings idly, or in amusements whose tendency is to diminish their interest in the school.

Parents should also bear in mind that they are, to a certain extent, responsible to their children for the characters they are to sustain in after life, and cannot help, if they would, participating in their future honor or disgrace.

In reporting individual schools, we note a few miscellaneous points:

Winter term was taught by Mr. C. S. Ireland, of Newport. Mr. Ireland was an efficient teacher, and having had much experience in teaching, was perfectly *master* of his business.

Adopting the principle in government, "*Suaviter in modo, fortiter in re*," it generally required but a hint, or a wink, to keep his scholars under due subj ction, and he seldom had to resort to the rod. In one instance, however, a disobedient schoolboy, having the curiosity to know if there were "snakes in Ireland," soon found it —geographically speaking—noted for "*shillalahs*," as well as "shamrock!" The scholars in this school are generally well advanced, some few of them eminently so. In Arithmetic and Algebra, problems were daily demonstrated upon the blackboard, and great care was taken to make every step in the process clearly understood.—— Rapid proficiency was made by all who were regular in their attendance, and we believe entire satisfaction was given to all in the district, with the exception of one family, whose children were rather averse to submitting to a more rigorous discipline at school than at home.

Winter term was taught by Mr. David Fletcher, jr., of Corinth. This teacher deservedly ranks as one of our best of teachers. He is a young man of superior education, and is perfectly "at home" in the school-room, where he is a *laborer*, in the true sense of the word. This school was short, but with such a teacher, the scholars could not well fail of making good improvement. The examination of the school at its close proved conclusively that, in the branches taught, everything had been familiarly explained, and thoroughly demonstrated; and in his government, this teacher is "monarch of all he surveys."——We are glad to notice that Reading is receiving more attention in this school, with very satisfactory results.

Mr. P. is a young man of superior literary attainments, and if this was not the best winter school in town, we are free to express the opinion that it was not, by any means, the fault of the teacher. Nor, indeed, was it the fault of a large majority of the parents and scholars, who seem to manifest a strong anxiety to retrieve No. 8 from the imputation of being the "hardest district in town." But there seems to have been a discordant element in the district opposed to all restraint, a determination on the part of a few, "to have their own way, and *let the school slide!*" It will be recollected that, one year ago, this element *prevailed* in the district, and the school was entirely broken up, as has been the case in other previous years. At our first visit the school appeared well, and the scholars were orderly, and well disposed. No pains was spared by the teacher to render his instructions interesting and profitable to his pupils, and general satisfaction was expressed throughout the district. But toward the close of the school, that same element, which, like "leaven, leaveneth the whole lump," began to ferment, and the teacher finding reason and argument unavailing, called in the Committee to his aid. After due investigation of the

charges preferred against several of the larger scholars, and finding it necessary for the peace and usefulness of the school, several of them were conditionally expelled. One of them, however, by the commendable course pursued by his parents, was made to comply with the requisitions, and was again restored.——We found in this school what is not common, that, in reading and reciting their lessons, every scholar spoke in a clear, distinct and audible voice. Here we found a good school house, with the seats fronting *from* the desk of the teacher.——This was among the very best schools in town. Excellent order prevailed, and each and every class showed close application and thorough instruction. We are convinced that much credit is due to Miss Roundy for thus bringing order and unity out of the confusion and discord which prevailed in this district during the previous year. We could not but notice the neat appearance of the school room, during our visits.

This teacher neither succeeded in getting the good will of his pupils, nor in governing the school. Finding that moral suason had been "pretty well played out," in *that* school, at least, he attempted to enforce a more rigorous discipline, and would doubtless have succeeded, if he had had the good will of the scholars, and the coöperation of th parents, generally, in the district. Good progress was made, however, by most of the scholars. The Reading exercises were excellent, the teacher himself being a most excellent reader. Much of his ill success in governing the school, was owing to a lack on the part of the parents, who, instead of cultivating his acquaintance, and encouraging him in his labors, indulged in fault-finding before their scholars; and they, in turn, felt encouraged to denounce the teacher in the severest terms. This might have been one of the best schools in the district, for years. In our opinion, there is more necessity for whitewashing the school house, than for blacking the teacher.——We found it necessary, however, to expel one boy, conditionally, for interfering with the government of the school, for profanity in the school-room, and insulting the teacher. After this expulsion the school was harmonious and useful.

KENNEBUNK.

D. REMICH, *for the Committee.*

The foregoing is not, certainly, a discouraging record of the condition of our Public Schools. A large majority of the teachers, for the past year, have not only been well qualified for their vocation, but have engaged in their work with the right spirit, in the right manner, and with results of the most gratifying character;—and more than this, although it is undeniable that several of the school-houses in town might be materially improved, both as regards convenience and appearance, there is, nevertheless, not one of them that does not now afford a comfortable room for the children who may repair to it for instruction.

Notwithstanding these favorable circumstances, however, our schools, taken as a whole, are not what they should be. Indeed, they fall far below the standard which should be set for them, and which our citizens should insist upon their reaching. Is the inquiry made, "What lack they?" As a partial reply, we invite attention to the "Abstracts of Teachers' Registers" appended to this report.

Another evil of no trifling magnitude, which these abstracts do not show, it is well in this connection to consider,—that of *tardiness*. It may be safely assumed that thousands of hours,—to say nothing of the confusion consequent thereupon,—are

annually lost from this cause; to which may be added still another item, and by no means an insignificant one, the time lost by those who are needlessly authorized to leave school before the hour of its close. The aggregate of WASTED TIME, from all these causes, is vastly greater than is generally supposed,—but the deplorable effects of this misspent time, of these lost opportunities for the attainment of knowledge, who can calculate?

These facts deserve the serious consideration, not of parents only, but of every good citizen. The remedy for the evil is not to be found in the appropriation of money for the support of schools,—nor in the mere expression of regret that these depressing influences exist,—nor yet in the declarations of extreme solicitude for the educational welfare of the young. There is no power which Committees or Teachers can exert to obviate the disadvantages growing out of it. *The remedy is to be found in the Homes of the children, and there only.* There must be a just appreciation of the importance of education in these homes,—a *practical* appreciation which shall lead those having charge of children to send them to school,—to see that they attend every day,—that they are in their seats promptly at the commencement of each half day's session, and to carry out these rules rigidly, unless there are valid reasons for a departure from them. This *practical* appreciation of education will not only lead to the sending of children to school regularly, but to vigilant care that they go with the right dispositions, so that when in the school-room they shall be respectful and obedient to their teacher, studious, ambitious, and impressed with correct ideas of the value of the learning they are sent there to obtain. Let them feel that they are benefiting themselves, their friends and society, by scholarlike conduct;—let them be aided and encouraged when dispirited by hard lessons or unpleasant occurrences, but never let the remedy for these little griefs be permission to absent themselves from school, or in any manner to escape duties which properly belong to them to perform.

The *practical* appreciation of education by parents and others will lead them, moreover, to sedulously avoid, by word or act, whatever may in the slightest degree cause discontent on the part of the children, or foment troubles in the District. They will trust to the Committee to assign their children to the proper schools, and to the teachers to prescribe and enforce rules for the government of those committed to their care. They will not for a moment harbor chimerical ideas of partiality for other children and persecution or neglect of their own, except on evidence of the strongest character, and never on the representations of children;—for however truthful and right minded they may be, it can hardly be expected that their judgments are sufficiently matured to enable them to form correct opinions as to a teacher's competency or the course of discipline or instruction that may be pursued in school, and more especially where these interfere somewhat with their plans or place them in positions that are irksome or unpalatable. When there are apparent causes of complaint, if the parents or other persons interested, while abstaining from adverse comments in the family circle, would seek an explanation from the Committee or Teacher, and in the same tone and temper with which they would themselves wish to be spoken to, under similar circumstances, it would rarely be found that any real causes of dissatisfaction exist, or if they do exist, very few cases will be found, in which the wrong will not be corrected promptly and cheerfully. The denunciation of and interference with teachers, on the *ex parte* testimony of children, is not unfrequent, and its influ-

ence, is most pernicious. Its inevitable tendency is to render the children disobedient, to divert their attention from the studies they are pursuing, to convert the scholar into the fault-finder, and the school-room into a place of perpetual combat or of unbridled anarchy.

Every citizen can lend a helping hand towards the removal of the stumbling blocks in the way of the prosperity of our schools, to which we have referred;—the word of advice, of persuasion, of remonstrance, kindly given and at the appropriate time, will never be powerless for good. And if circumstances occur requiring more energetic measures, united and persevering endeavors for the accomplishment of the desired end, can hardly fail to be rewarded with success. Our system of public instruction affords a common ground whereon all can meet, untrammeled by partisanship or sectarianism, and labor for the public good. There should be no holding back in this work. Among all the objects that claim the support of the philanthropic no one puts forth a stronger than our COMMON SCHOOLS. As their influence reaches every interest, whether private or public, so is the obligation imperative upon every individual to consider them as demanding his special regard for their welfare and earnest efforts in their behalf.

At the present time, the feeling must be wide-spread and earnest, that the education of the young should, more than at any other period in our history, engage the attention and command the energy of every true-hearted friend to his country. We feel that to maintain and perpetuate our glorious Union, the people must be capable of reading understandingly, of thinking profoundly, of acting wisely, and, underlying and inwrought with these intellectual powers, there must be high toned, carefully cultivated moral principle, which shall exert a controlling influence upon every thought and every action while in the performance of the duties which devolve upon an American citizen. We feel that it is obligatory upon us to imbue the minds of the youth of our land with enlightened patriotism, so that their conduct as men shall be eminently patriotic. In the accomplishment of this important work, what instrumentality can be employed more effectively than the properly conducted DISTRICT SCHOOL?

Mr. Remich's long observation has given him the opportunity of noting the superiority of those teachers who make a *study of their art.*

Mr. W. has evidently made the art of teaching a study, and has become a proficient in his profession. This school was well regulated and well taught, and marked improvement was made by his scholars in every branch of study pursued by them. We trust that Mr. Walker may be numbered among our teachers in years to come.

Qualities of prime importance in school management are thus noted:

Miss F. seems to possess all the prerequisites of a good teacher—a cultivated mind, tact, energy and perseverance. The school was quite backward at its commencement, but step by step it was carried forward until it reached a position of which the instructress and the pupils may justly be proud. Thoroughness was a marked feature in the course of instruction pursued. Another feature of great excellence

was the practice of extemporaneous instruction by the teacher :—the difficult parts of the lessons were so illustrated, as they were progressing, that they could be understood with a much greater degree of distinctness and accuracy than could possibly be attained by a strict adherence to mere "book lessons," without "note or comment." We wish this practice was more general among our teachers. Intelligently carried out, it almost insures success, while in schools where it is unknown, the progress is "slow and devious."——He lacked energy. Those who attended with a desire to learn, and used their advantages to a good purpose, made creditable progress, while those who had no actual interest in their studies and evaded them when they could, "had it about their own way," and were very little wiser at the close than at the commencement of the term.——The school was excellent in all respects. Miss T. appears fully to comprehend the duties and responsibilities of her profession and to fulfil with the utmost fidelity the trusts committed to her ——Miss L. is not only thoroughly qualified for her vocation, but is eminently judicious in all her movements in the school-room. We hope she will have an opportunity to carry forward, in the coming year, the good work she has commenced.

Brunswick.

A. S. Packard, *for the Committee.*

The Committee have been compelled to confine themselves to a brief statement of the condition of the schools, in consequence of the town meeting being held earlier than they expected. They have made the customary visits, unless prevented by unavoidable hindrances.

The discipline of the Grammar School was never more satisfactory. In some particulars there has been a decided advance in the order and quiet of this school, and that effected by the most quiet and simple means. The Intermediate School has been conducted with entire satisfaction, and the closing examination was highly gratifying. The Committee cannot but refer to the unexampled efforts of Miss Orr in the Mason Street School, which have been of great value to her pupils, at a very scanty remuneration of their self-denying teacher. The High School has been most successfully managed, for which great credit is due to the teachers.

Besides these schools, an experiment was made of a school for apprentices, or for youth, who, by peculiar circumstances, were prevented from receiving the benefit of the regular schools. As but few attended, some from the Primary Schools were sent in to their advantage as well as that of the school.

The Superintending Committee have not been called upon during the year to interfere in any case of difficulty.

The Committee would recommend that the laws of the State, concerning *truancy*, should be put in force by a vote of the town establishing by-laws relating to the same, agreeably to Section 12 of Laws relating to Public Schools.

The following items indicate gross negligence on the part of—*somebody:*

No notice was received of the opening (of Mrs. Wade's school) and no visit was made by the Committee.——*Winter Term.* No register returned. Mr. James H.

Maxwell. No suitable notice of the opening of the school having been received, it was visited but once, and then near its close. The appearance of the school was satisfactory. —— No. 14. *Summer term*, nine weeks. No register returned. Miss Sarah B. Curtis, teacher. —— No. 25. *Summer term*. No register. Miss Susan D. Melcher, teacher.

Paris.

George W. Hammond, *Supervisor*.

Referring to a proposition to authorize the Superintending Committee to employ teachers, Mr. Hammond says:

Now I hope the citizens of Paris will not look upon this as an attempt to rob them of their liberty, but try the experiment at least one year. If the town, in open town meeting, vote the power to the Committee, no one can call it oppression. All the larger places of the State adopt a similar plan. Let Paris do this, and we shall have at least twenty per cent. better teachers and a large discount in the trouble in our schools, provided that parents will go in for sustaining schools, with even as much unanimity as under the present rule.

One may ask: "Does not the Committee have the guarding of the school room?" Most assuredly; but can any one fail to see that by force of circumstances, a Committee may be compelled, as it were, to suffer some to take charge of schools, whom, could they use their eyes, and have the full exercise of their own judgment, they would not hire?

No one will understand me to say that the same teacher employed by a Committee, is better than when hired by an Agent; but I do say that many obtain schools who are far behind others who do not succeed in obtaining a situation.

Some will apply Saturday night, others Monday morning, before they are to commence their school at nine o'clock; and still others will come Monday night, after teaching one day, and give some plausible excuse.

Let a Committee have the matter in hand, and then we can hold them strictly responsible for much which at present is not so completely under their control. Let them receive all the applications, then elect the supply of teachers from the applicants. Some teachers would do well in one district who would not succeed at all in another.

Politics in School. I have never given any thought as to the political complexion of teachers. Have used my influence to get good teachers into our schools, without even the thought of political associations entering my mind. I am not so blind that I fail to see that in some cases, political considerations have been *lugged* into our schools.

In times of peace we would not trust a man who would plot against our Government. In times of *war*, in times of *civil war*, certainly we should not trust the education of our children to those, who, by word or deed, are lending aid and comfort to those engaged in subverting our Republican form of government.

Any teacher, male or female, who use their influence in favor of Jeff. Davis or his emissaries, should be stricken from the list of teachers as unfit to have the charge of a school with one *live* scholar.

Mr. Hammond alludes to a bad requirement made by his town:

By a vote of the town of Paris, passed two years since, it becomes my duty to report the doings of the schools, in printed form, at least seven days before the annual meeting in March. By allowing sufficient time for printing and binding, my manuscript has to be prepared before scarce any of the registers of the Winter schools can be filled and returned. I do not fancy this arrangement; it is too much like spreading grass before it is mown. With this explanation, I trust no one will ask why we cannot have more full statistical facts as regards our schools.

The Common School, in point of punctuality, noticed:

Summer and Winter terms, Miss Ellen E. Maxim, teacher. Whole number of scholars registered in Summer, 4; average attendance, 4; length of term, 7 weeks. At the State Teachers' Association, held at Augusta, the present season, Rev. S. F. Dike, Supervisor of the schools of Bath, stated that they had succeeded in securing such punctuality, that some terms came up to 98½ per cent. Mr. D must take a new *text*, and bring his schools to par. Miss Maxim stands 1½ per cent. in advance of the *crack* schools of Bath.——This was Miss B.'s first attempt, and the result was just what any one who knew her might expect. Having been an industrious scholar, she is well calculated to take trembling and weak ones by the hand and say *come!* Oh, that teachers would learn to speak a kind word of encouragement to the *dull* and *forsaken* scholar.

Newcastle.

D. S. Glidden, *Supervisor*.

Most of our schools have been taught with much ability and success. The prosperity of the schools, and the efforts of those having the care of them, have afforded me much satisfaction; for very certain I am, that the teachers of these schools, as a whole, have labored more diligently, earnestly, perseveringly and devotedly, than any other class of persons among us, to produce satisfactory results, and obtain the much coveted meed of "Well done, good and faithful servant." And where there have been any partial failures, it has not been, so far as I have been able to observe, for want of willingness to labor on the part of the teacher, but rather a failure to discipline their pupils to that close application which is absolutely necessary to their intellectual progress and mental development. Diligence on the part of the pupil should never be dispensed with by any teacher, who wishes to see his own efforts crowned with success. The teacher, who labors hard himself, while he allows his pupils to indulge in idleness, reminds us of a man rowing his boat against a strong current, where, though he exerts himself to the utmost of his ability, until exhausted with incessant toil, nothing is gained, no permanent advance made. Like the man who beats the air, he labors for naught. But while teachers have their sphere of action, their charge to keep, their duties to perform, let us who are parents not forget, not overlook, nor ignore the fact, that we have duties in connection with those of the teacher, which, if neglected, must of necessity be attended with consequences equally fatal to the welfare of our children. It is to be feared that very many parents think, that when they have furnished their children with the means of attending school, their whole duty to them in that particular direction is fully discharged. This I conceive to be a fatal error. This is only the beginning of a series of duties we constantly owe them, and which we are in duty bound faithfully to discharge. Every parent should exert himself to secure the services of the best

teachers, or those best adapted to the wants of their school. No desire to aid a friend or relative, should ever influence your action in the least in the selection of teachers. The only motive that should be allowed to have the least weight, should be that of adaptation to the position. Again, if you would have your children benefited by the school, keep them constantly in it; and let nothing but absolute necessity cause their absence therefrom at any time; for it is utterly futile to talk about interesting and advancing scholars in their studies, while they are allowed to be absent from their studies and recitations any considerable part of the time; and especially so, if, as is too frequently the case, the time thus unwisely abstracted from study, is spent in idleness and loitering about the streets, and in company with the vicious, vulgar and profane. This is an evil that should be remedied by all parents whose children are suffering its fatal consequences. A different policy must be adopted, by which their mental development and moral discipline will be secured, or you must expect to see them descend lower and lower, instead of seeing them rise to eminence and respectability.

Our public schools are designed to exert, and when properly conducted, do exert a wholesome moral influence upon the young, but can never counteract the vile influence of such associations as I have just mentioned, if those associations are allowed to be frequent and habitual. Again, you will render very efficient aid in the education of your children by often examining them in their studies at home, say at least once every day, and assisting them in preparing their lessons for the coming day. In this way you would do much to encourage them, and also to fix in their minds permanently, the knowledge already gained, by such frequent reviews.

Another subject to which I wish to call your attention, is that of the school houses, and hope it will receive from you in future, that consideration which its importance demands. Many of these are but miserable old shells, and utterly unfit for the purpose for which they are used. It seems to have been very generally overlooked, that the school house as well as our dwellings, ought to possess attractions for our children; and consequently, while many have built for themselves new and expensive dwellings, in modern styles, or remodeled or repaired the old ones, so as to make them nearly equal to new, and embellished them with those things that make home pleasant and delightful, and adapted them to their taste, comfort and convenience, the school house has been allowed to remain nearly as it was when occupied by a former generation, save that in some instances it is now nearer to mingling with its mother dust. In the construction and arrangement of the school house, the first things to be sought for, are the comfort and convenience of those who are to occupy it, both of which objects seem to have been sadly overlooked in the construction of several of those now in use. They ought to be displaced by others commodious in construction, and in keeping with the age and spirit of the times. Let even the external appearance and beauty of the school house keep pace with the dwellings in its immediate vicinity, if you would make favorable impressions upon your children with regard to the value you attach to the institution of the public schools. The shortness of the terms of many of our schools, admonishes me that we have not provided as liberally for their support of late as in some previous years. I wish to call your attention to this subject, and just ask you, if you do not consider the money invested for the support of public schools, as one of the best investments you have ever made? Is it not really the most remunerative, and that, too, in a manner most

pleasing and satisfactory? If then this be admitted, as I presume it will be, let us govern ourselves accordingly, and suiting our action to the admission, let us vote a more liberal sum for the support of schools in the future than we have done for some two or three years past. I know it will be urged that the times are hard, and that we have to bear heavy burdens for the support of the Government, in this, the hour of its peril. Let me say in reply, that while we should give liberally and cheerfully of our substance to sustain the Government framed by the wisdom of our fathers, and purchased with their blood, we should not be niggardly in our benefactions to an institution that underlies the whole structure of republican government. Let us then, liberally sustain our public schools; for there, a large portion of the children of our land will receive all the education they will ever obtain in the school room. Do all you can, then, not only to sustain, but also to elevate the character of the public school, and make it attractive to your children, and to impress their minds with the fact that you esteem their education an object of the highest importance, and you will not fail to beget in them a corresponding interest in their own education. But pursue an opposite course—be liberal in all your other donations, but niggardly in the support of your school, treat the whole matter as of little consequence, let your school house go to decay, and your children go to school or play truant, as they may elect, and wonderful will it be, indeed, if your children are not found imbued with the same spirit, and still more wonderful if they do not often choose to absent themselves from the school upon the most frivolous pretexts.

There have been during the year twenty-six schools taught in town. Ten of these only, have been taught by males, sixteen by females, twenty-one by citizens of our town, five by other persons. Other statistics, deemed of interest to you, will be found in the following table. In my report of the several schools, I have endeavored to speak with much frankness of things as they presented themselves to my view. I believe a good, thorough, wholesome discipline to be one of the great essential elements of a school, in order that it may be efficient and salutary in its effects. I believe it to be, in fact, the one thing needful and indispensable; and, therefore, when I have discovered a failing in that direction, I have pointed it out. This I have done as a warning against an evil destructive to the best interest of our public schools.

We find the following expressions among Mr. Glidden's notices of the schools:

Miss Patterson succeeded in establishing and maintaining very good order in her school, although one lar e scholar attempted to prevent it by her own misconduct. The energy and perseverance of the teacher, however, proved adequate to the emergency, and she succeeded in overcoming the evil and crushing it in the bud. Parents of such children, if they desire the welfare of their children, should act promptly, in conjunction with the teacher, in correcting their bad habits, and establishing in their minds a wholesome regard for law, order, and the authority of those placed over them.——Miss Woodbridge posseses rare powers of government. The control of her school is easy and yet very efficient; not by the use of blows, but by virtue of her own peculiar tact, which in most cases is far better than blows. The ability, industry, and perseverance of this teacher, could insure nothing less than good success; and the examination disclosed the fact that she had kept in view the idea, that nothing is well done unless thoroughly done, and had acted upon it.——I do not think

it the fault of the teacher, that she did not work hard enough, but rather that she was willing even to do more than her own part of the labor, but did not compel her pupils, where compulsion was absolutely necessary, to do theirs. This school has held the foremost rank among our schools, in point of disquiet and idleness, the past year; and as a matter of course, its progress must correspond, measurably, with this fact.——I think the district acted wisely in grading this school. All classes of scholars will now be provided with a school better adapted to their wants than before.——This district is so small, that I think it would be advisable to abandon its organization and unite with Nos. six and nine.——Miss Rowe started with the idea prominently in view, as a leading one, that to succeed well, she must govern well; that to advance the moral and intellectual interests of the pupils, good order must, first of all be established, and persistently maintained. This she kept steadily in view during the entire term, and acted upon it, and her good success is largely attributable, no doubt, to this fact.

Eliot.

G. H. Guptil, *Supervisor.*

The general condition of the schools has been as good as at any time during our previous terms of service. A good degree of interest has been manifested by the teachers in trust; and the pupils, in general, have made good improvement.

The parents, with few exceptions, have been disposed to aid the teachers in the arduous task assigned them.

Our system of education looks to the formation of character:

There are obstacles, however, to the most successful operation of our public school system which may, and should be removed. It will be admitted by every truly consistent and reflecting mind, that our educational system is designed for the whole being of our youth. "It looks to the formation of the character. It is a preparation for life, its temptations, cares and duties. It is to give a right direction to the divinely implanted powers. The mind, will, temper, affections, passions, and the physical health, are to be cultivated, for the honor of God and the good of man. It cannot achieve its end without asking aid from above, and directing the hopes of youth beyond this mortal life."

Mr. S. S. Randall, supervisor of the public schools of New York, expresses these sentiments in the following extract:

"The moral and religious nature, as it is the highest and noblest attribute of humanity, demands the earliest and most assiduous care; and no education is worthy of the name in which the culture of the soul, with its priceless affections, its heavenward hopes, and soaring aspirations, does not predominate. The monitory annals of the past, the collected experience of centuries and ages of recorded time, the solemn voice of revelation, all history, all philosophy and reason, combine to proclaim the utter inefficiency of the highest knowledge, the most brilliant talents, and the most resplendent genius, unaccompanied and unguided by that wisdom of the heart which, like Siloa's stream, flows fast by the oracles of God."

Mr. Guptil discusses one of the obstacles to success:

One of the obstacles to our success is a want of due appreciation of the legitimate

ends to be achieved. Were these truly understood by the parents and guardians of youth, very many of the evils which impede our success would cease to exist. Every youthful mind in the community would be, as far as practicable, in the school room, and at seasonable hours. The truant, tardy and absent lists would be stricken from the registers. We have never been able to return to the State more than two-thirds of our registered number of scholars as the average attendance.

Parents and guardians cannot permit this to continue without the fearful guilt of neglecting to faithfully discharge the duties they owe to one of the most sacred trusts committed to their care. The members of our school districts should act with a single eye in the selection of school agents. Prejudices of a personal, political, or sectarian character, should not obtain a place in the district meeting. From inattention to this, a school agent is made the object of personal animosity, and a division in the harmony of the adult members of the district. Such division often proves a nucleus around which heated passions ferment. The contagion spreads, and infects the youthful members; the teacher feels its influence, and too often witnesses its ruinous effects upon the pupils. In the choice of the agent, select the man who is competent, and by all means, one who has no particular object or self-interest to achieve. Let no party or personal consideration govern in the selection of school officers. Elect those who are best qualified for the duties of the office.

Physical education should not be neglected:

The physical well-being of the pupils should deeply interest us. Two, at least, of the school rooms are unfit for use. The one in district No. 8 is in a miserable condition. The room needs reconstruction, and a good ventilation, with better means for warming. New doors and outside repairs are needed. Our visit to district No. 7 convinced us of the unfitness of their house to meet the wants of the school. One-half the number of scholars in the district cannot be seated there longer than thirty minutes without physical injury. "Youth, educated in such a place, will be deprived of a reciprocal balance of moral and physical power. It is obvious that intellectual attainments will be rendered comparatively useless, where they are not made available by corresponding physical strength. The mind will be incapable of exerting its energies, and the heart its kindliest affections, if the body is in a state of debility and disease. In view of facts like these, we may justly consider the preservation of health as at the foundation of the edifice of education." I would nearly as soon place a school in the Dark Hole of Calcutta as in a room of the limited capacity and deficient means of ventilation of No. 7, with its full quota of scholars. Without a proper amount of oxygen, the lungs will fail in their destined work. An impure blood will be soon followed by a sallow, thin, and unhealthful countenance, in place of the ruddy and healthful; and the stature will be small and feeble. We earnestly desire that pecuniary considerations may not be placed in competition with an interest so important to the well-being of our youth.

The school room should be attractive in its style of construction, of ample dimensions, with the most effectual means for warming and ventilation. Only two of our houses are well ventilated. Apparatus is needed in most of the districts. Two only are furnished with globes, and four are destitute of outline maps. Some of the blackboards are hardly worthy of the name.

It is greatly to be desired that more attention be given to music in our schools:

The practice of opening and closing the exercises of each daily session of school with singing, should be encouraged. In the code of Rules and Regulations of Boston, a capacity to teach the elements of vocal music is named among the qualifications for the office of teacher. In the Girls' High and Normal School, it is required of the teacher to give such instruction as shall qualify them to teach vocal music in the public schools.

"Music bears upon its wings some of the sweetest and purest pleasures of the passing hour, whether it comes forth from human lips, or from the breath of old Æolus upon his throne. It elevates and quickens the perceptions, it softens and subdues the rebellious disposition, it refines and soothes the wayward and turbulent passions, it nerves the heart to deeds of valor and heroism, it gives joy and consolation in the hour of affliction, and carries captive across the rough and stormy sea of life, and stands beyond the vale of time, to welcome with angelic voice, the wandering spirit to its final home." We hope the time is not far distant, when music shall be one of the cherished branches of popular education in our public schools.

PORTLAND.

P. BARNES, *for the Committee.*

In the following paragraphs Mr. Barnes alludes to the fact that the public schools of Portland have nearly, if not quite, displaced the private schools, and considers the question whether the public schools are good enough to render private schools unnecessary; with appended suggestions:

In this city the general excellence of the public schools, for some years past, has been vindicated by the fact that private schools have been mostly discontinued. This is a sound and just condition of things, if the public schools do really afford that kind and amount of training which all *classes* of the community desire and have a right to expect. Individual instances may occur, of pupils or parents, who do not find precisely what they wish in any of the common schools. But if the system is adequate for the necessities of the general class of the population, for the highest and the lowest—if such a distinction is proper to be made—for the richest and the poorest, for the children of merchants and the children of laborers, for the children of professional men and the children of mechanics, then it is not to be regretted that private schools are dispensed with and discontinued.

The question whether the public schools are good enough to answer all just expectation, and to render private schools unnecessary, in this community, is particularly, a proper one at this time, since we are now spending currently, so large an amount of money upon the public schools, that the community ought not to be burdened to any considerable amount with the cost of private tuition. And if the public schools are, in fact what they should be, it is important for their own further improvement that they should be at all times well filled with there appropriate pupils in every grade, and from all classes of the community.

We propose to offer a few practical suggestions relating to this question, and involving some considerations, which look to an actual improvement in the future.

First, as to the intellectual character of the schools, the courses and subjects of study, and the quality of the instruction imparted in all the grades, no unfavorable comparison can be made at this time against the public schools. They can be improved undoubtedly, but they are certainly as good as any private schools which this community has been in the habit of sustaining.

Mr. Barnes then proceeds to consider the grand objection made by so many parents in our cities and large villages, to sending their children to the public schools.

Proceeding to a second inquiry, as to the moral character and influence of the public schools, and the effect of the public school arrangements upon the manners and general personal character of the pupils, it is here, no doubt, that we should find a reason why some parents feel a preference for private tuition, under the belief that private schools afford a selection of better associates, and are free from some unfavorable influences.

Whether there is just ground for such preferences and repugnances is an important question of fact. It is a question that should be discussed carefully and unreservedly, and if necessary with great plainness of speech. If there are bad things in the public schools, an important part of our duty in dealing with such things, is to call them by their right names.

All of us have heard more or less conversation on these subjects. Remembering and analyzing what is the usual course of remark, and getting at the real meaning of the complaints that we hear, we shall be able to bring this class of objections against the public schools down to something like the following formulary statements:

1. That in some of the schools there are children who are habitually very dirty and very ragged, and with whom it is therefore offensive and injurious for neat and tidy children to be associated.

This objection, of course, applies only to the lower grades of the schools. It is, to a certain extent, a just complaint, and has some foundation in fact.

What shall be done with the untidy children:

The remedy would be found in adopting a firm resolution that children shall not attend the public schools in such a neglected condition, and then giving the requisite instruction and providing the proper agencies and means to carry that resolution into effect. As the children themselves are almost entirely without fault in the matter complained of, the remedy for the difficulty should be addressed chiefly, and as directly as may be necessary, to their parents.

The teachers of the schools where the evil exists, should be authorized and required to give a special attention to the enforcement of the new rule. This should be done kindly, cautiously, and, to a certain extent, coaxingly, in the first instance, with appeals to the better feelings both of the children and their parents, but with a positive ultimatum, that a final and habitual disregard of the rule will not be permitted. Whether the children, whose parents will not take them out of these bad habits, should be excluded from the schools entirely, or whether they should be

placed in separate schools or rooms by themselves, need not be determined beforehand, since there is reason to anticipate, that a well-intentioned, and thoroughgoing enforcement of the rule of neatness by the other methods, would soon reduce the evil to a minimum so small, that it would of itself suggest a means of entirely eradicating this ground of complaint.

It should be observed, that the evil is not that of accidentally soiled hands or torn clothes, which may happen to boisterous or careless children on their way to school, or at the recesses for play, but of that habitual and ingrained sordidness of person, and tattered and foul condition of clothing which indicate simple sluttishness or gross habitual neglect at home. And, if by possibility, there should be any pupils entitled to attend the public schools, whose parents, through extreme poverty, or the prevalence of sickness, have not the means to make them clean, or to repair their clothing by decent patches, there are other reasons besides the propriety of the new rule, why such parents, if their intentions are good, should be kindly and simply aided to this extent at the public expense. Such aid could be given them through the hands of active and benevolent teachers with but very little cost, and without giving any offence.

It is certain that if such a new regimen of personal neatness could be introduced and sustained among all the scholars of this grade, the schools themselves would be essentially elevated and improved, and they would hold a much higher place in the general public esteem. The justice of the new rule as regards those parents who make it a duty and a pleasure to send their children to school in a neat and tidy condition, cannot be disputed, nor even questioned.

Many pupils in the public schools are chargeable with serious indecorum in manners and language, and with rough and abusive conduct. What shall be done to remedy the evil?

The School Committee should cause it to be understood by all teachers, that it is their duty to exercise a constant watchfulness over the habits and language of their pupils, so as to find out, as far as possible, the instances of any manifest indecency of conduct or speech, and to administer a prompt and positive rebuke and correction.

In regard to the complaint of abusive coarseness and violence, it seems plain, that a tolerably watchful and skillful teacher can always find out who those offenders are, and can know pretty nearly their habits.

The vigilance required for these evils, should be applied not only in the schoolrooms, but in all the precincts of the schools; not only in school hours, but in all the intervals and recesses, and, as far as reasonably practicable, among the pupils in the street, on their way to school or returning. Habitual violations of proper rules under these heads, should be visited with sharp correction, and when such correction, with all reasonable private admonition and friendly warning, are found ineffectual to repress such evils, the higher authority of the Committee should be called in, and should not be invoked in vain. Let it be plainly, fully, and peremptorily understood, that no pupils will be allowed to remain in the schools who are known to be habitually guilty of indecency of speech or manners, and these forms of evil might soon be substantially eradicated from the system.

A fourth complaint is, that in the public schools are found some pupils who are actually vicious, and who are bad and pernicious examples of profanity, false-

hood and dishonesty. Since the schools are open to all the children of the community, it cannot but be the case, that some are admitted who are chargeable with these faults of character and conduct. Private schools also necessarily encounter a similar experience.

There is no absolute human remedy for this difficulty in the schools, any more than in any other assemblages of children or grown persons. But in the schools, more constantly and earnestly, if possible, than anywhere else, should the effort be made by all who are clothed with authority in them, to restrain and correct all this class of offenders, and to inculcate the principles and the habits of virtue. Such is the explicit duty of every teacher by the statute law of the State, and the comprehensive spirit of the law requires every school committee to establish adequate rules and courses of discipline, so that pupils who are profane, or untruthful, or dishonest, and who manifest these faults of character by overt acts, should be as speedily as possible reformed, or compelled to withdraw from the common schools.

It is urged that *time* must be allowed and *taken* for purposes of moral discipline,—a point so important as to deserve especial attention:

The discussion of this question concerning the moral character and influence of the public schools, is not complete, and justice to our present corps of teachers will not be done without the further remark, that such discipline as we advise, requires not only sagacity, good judgment, and true conscientiousness on the part of teachers, but also requires that they should have sufficient *time* for the proper discharge of this part of their duty. In this respect there is reason to fear, that our own over-crowded schools have caused us to suffer very serious injury, from the absolute inability of the teachers to do anything more than get through with the routine of ordinary lessons. In every school the effort is made to reduce the number of classes to the lowest reasonable limit; but if every minute of the teacher's time in school hours is taken up with hearing recitations, what opportunity is left for any attempt to influence the moral character of the pupils, or even to find out the instances of offence against the moral welfare of the school? Many a boy has been ruined, simply because his overtasked schoolmaster had no time to look after him, when he was under the influence of evil temptation, or of depraved passion, or of wicked example. In other places, if not in our own city, it has sometimes happened, that a whole school has lapsed into a sad condition of moral disorder, indecorum and insubordination, and many of the pupils have become notorious for coarseness, indecency, violence and vice, chiefly, if not only, because no provision had been made for time or help to enable the principal teacher to attend to this indispensable part of the school duty. In the present excessively crowded condition of so many of our schools, it becomes us to be very sensitive and very careful as to what we are doing, or failing to do in this important regard. And we may well hail the approaching enlargement of our facilities for a new organization of schools and school districts, so that a better distribution of time and duty among the teachers may permit them to regard their schools as instrumentalities for moral culture, and not merely as machines for turning off recitations.

Bridgton.

P. W. Harris, *Supervisor.*

The year has been comparatively prosperous, so far as relates to our schools. The teachers, though not of equal capacities, have labored faithfully to discharge their responsibilities. Some have failed of accomplishing all that was desirable, because it was not in their power to preserve order, to maintain discipline, and to restrain properly, children and youth that are not favored with a healthy government at home. Some who have the capacity for maintaining good government, do not find it easy to communicate instruction, or to arouse energy of thought and aspiration in the mind of the pupil. It is sometimes the case that teachers who, upon examination, appear well, do not succeed as we could wish in the school room. There are others, who from extreme diffidence, do not respond promptly, when plied with even the common tests of their fitness for the work of the school, and yet do succeed wonderfully in the trial. Hence it is impossible, by any preliminary examination, to decide accurately who are, and who are not suitable persons to be employed as teachers.

It would not be just to expect that teachers of equal fitness, can show equal results from their labors. They cannot have equal opportunities. One school is large, another small. One is made up of scholars who are favored with good moral influences at home. Another is composed of pupils, whose home education is deficient in all moral qualities at least. In some schools the scholars are more advanced than in others. And some have better accommodations, as to house, books and apparatus. Hence it is, that some teachers, who strive faithfully, and perseveringly, can show but small results, while others, with less exertion, can show larger results.

Mr. Harris finds an important difference in the influence of different parents. Possibly, the same thing is noticeable in other towns.

There are parents whose influence is happily felt in the school room, and the general intellectual and moral improvement of the children of such parents. There are others whose *apparent* confidence in the teacher resembles the good man who habitually slept under preaching of his pastor, because he was sure all would go on just right. Upon the children of such, evils of a life-long influence often fall, and too late for remedy. But there is still another class of parents, who express sympathy for their children in their complaints of faithful teachers, by an open disapprobation of the teacher's course; thus alienating the mind of the child, and multiplying and aggravating the occasions for severity of discipline. In ninety-nine cases in a hundred, all evils arising from these sources would be effectually obviated, by a mutual acquaintance between parents and teachers. This acquaintance should be formed at the fireside of home; but more especially, in the *school room*.

More pains should be taken by all concerned, to cultivate and strengthen moral sentiments, and convictions in the minds of children. The more that is accomplished in this direction, the less trouble we shall have in our schools, and the more valuable they will become. Scholars should be made to feel that they must conform to the regulations of the school, and that they should studiously improve their time, not so much for the reason that they *must*, as for the reason that they *ought*; that it is *right* and *just*; and that for the correct deportment of the scholar, he himself, is more responsible than the teacher, or any other persons.

POWNAL.

SETH D. STETSON, J. T. MCINTIRE, *Committee.*

The Committee report the school affairs of this town, as on the whole, prosperous. One district is named in which the teacher, neither of the summer school nor the winter school, succeeded in governing the pupils, indicating an unfortunate condition of things. They justly remark:

The best teachers should be employed in this school, regardless of wages; for a good school is worth all it can reasonably cost, and the loss the district sustains by having a poor school, is considerably more than the mere dollars and cents that it costs. Parents can, and ought to do much, toward making this a better school. If they would sustain the teacher in every effort he makes for the good of the scholars, and influence them to be regular in their attendance, and orderly in their deportment, they would be well repaid.

The inhabitants of another district are thus commended:

Much credit is due to the inhabitants of this district for the interest which they have manifested in their schools for the past four years. They have given the board and fuel, repaired their school house without expense to the district, and have used their influence in sustaining the school. The average number of scholars, during this time, has been but sixteen; and they have had, on an average, not less than sixteen weeks of school each year. We report this, not so much to praise them, as that others may go and do likewise.

Of another district they say:

This district might very conveniently be united with District No. 12; and as both are small, and each needs a new school house, we hope soon to see them united, and build a good house.

DETROIT.

S. P. WATERHOUSE, FRANK C. PRAY, *Committee.*

The Report of the Committee is brief and to the purpose, but contains no important suggestions of universal application. They congratulate the citizens of the town in the following language:

In conclusion, permit us to congratulate the citizens of this town, that during the past year, with a single exception, perhaps, your schools have been peaceful, quiet, and well disciplined. The instruction has been systematic and thorough. In no year has more been done toward educating your children, than in the past. The past year has also demonstrated that this town has a corps of female teachers of which it may well be proud. Ever faithful and efficient in the high and holy duties of instruction—we earnestly hope that we may never have worse teachers than those of the past year. We can hardly have better.

West Gardiner.

Moses W. Farr, S. A. Marston, *Committee.*

It is gratifying to the Committee to be able to present the condition of our schools in so favorable a light. It is thought their general standing and progress will compare favorably with former years; and in several districts, we think, they never have ranked higher than now. During the year just closed, there has been no difficulty of a serious nature, such as to require the presence of the Committee in school to adjust it. Harmony has prevailed between teacher and pupils to an unusual extent; and while some schools in other towns around us have been affected by causes calculated to render them useless, ours have moved quietly onward.

At the closing examinations, we have met more or less of the parents in every district, except in Nos. 1 and 7. In *some* districts, but few persons have thought it worth their while to visit their school, while in *others* the citizens have turned out *en masse*, and have shown an interest in the common school hitherto unknown in the history of schools in our town.

In general, we have been fortunate in securing efficient and experienced teachers. It will be observed that a majority of them, for the winter, have been females, only four male teachers having been employed for the year. In many districts the employment of female teachers, will be no injury to the welfare of the school.

Most of the school houses are considered comfortable and convenient; but there is one exception, which is District No. 9. This possesses but one requisite to a good school house, and that is ventilation. It is ventilated on all sides, to such an extent, that it is questionable whether here is not too much of a good thing. This house should be remodelled or demolished, so that the scholars in this district can have a fair chance with others in town; and, until this is done, the parents here cannot expect to realize great benefit from their schools.

In but few instances, have the necessary *legal* notices been given to the committee from school agents, and we would beg leave to refer to the statute bearing on this point. It states, that it shall be the duty of every school agent to give *written* notice to some member of the committee, stating when their school is to begin, whether kept by a male or female teacher, and how long it is expected to continue; and as a penalty for neglect in giving such notice, they shall be liable to a fine of one dollar per day for every day the school has kept. The greatest inconvenience we have experienced from this neglect, however, has been to know when the schools were to close.

In conclusion, we would add, that as we look around us and behold the multitude of children that fill our schools, and reflect that they will soon be important and busy actors on the stage of life, each contributing in some degree to aid in improving, extending and perpetuating the civil, religious and literary privileges which we now enjoy; or else, in sending forth, throughout our land, those pernicious influences which proceed from ignorance, insubordination and idleness, it becomes a question of *momentous* importance to every good citizen, and particularly, to every parent, to ask himself how these evils may be avoided and the desired results obtained; or, in other words, to ascertain how these *children* of the *present*, shall be trained and influenced, that they may become the *men* and *women* of the *future*, whose example and knowledge shall be made an honor and a blessing to mankind

We are convinced that education, in the broadest sense of the word, generally dif-

fused by our system of common schools, must do the work, or it will never be done. Therefore, fellow citizens, let every one of us see to it, for ourselves, that we discharge faithfully these responsible duties devolving upon us, in connection with the education of our youth.

Two or three other items in this report, are worthy to be transcribed:

Each scholar moved to and from his class in systematic order, and when not in his class was studiously engaged elsewhere. The result of such training, in connection with thorough and efficient instruction, cannot fail to produce beneficial results. We were particularly interested in some Geography classes, in which quite an ambitious spirit was manifested. Each pupil had drawn about thirty maps on paper, most of which had been executed with great care, distinguishing different countries with different colors, and giving all the particulars usually put down on printed maps; in fact, it was quite difficult to distinguish them from the originals in their books. May this District always be as fortunate in the selection of teachers as in this term.——The parents in this District are becoming interested in their schools, and, by their visits to the school-room, have stimulated their scholars and encouraged their teachers in their arduous labors. This manifestation is bringing forth its fruit, a result sure to follow, but too seldom witnessed in our public schools.—— Had a little more rigid discipline been adopted, the school would have approached nearer to the standard of a model.

The practice of employing for the Winter school, a teacher who has been successful in the Summer school, and thus avoiding the evil of frequent changes, has been frequently urged in our reports and elsewhere. An instance is stated in this report:

Miss Susan A. Smith, of this town, was engaged in the Summer term, and, while under her tuition, the school presented a fine appearance. The scholars all showed a laudable ambition to make the utmost improvement. The order was of a high character, and the teacher alive in her duties. At the final visit, it was very evident that the school had been conducted by no ordinary teacher, but by one who fully knew her duties and possessed the ability, skill and experience seldom seen in the school room. The general deportment of the scholars and the interest manifested in their recitations, all indicated that the school was in a very prosperous condition. The different classes showed an improvement in their studies not often witnessed This was emphatically a good school, in every sense. The District appreciating the labors of Miss Smith in the Summer took early action to secure her services for the Winter school. At our first visit, we found the order and general management to be unexceptionable; and, as the several classes came to and retired from their recitations, their movements were so precise that we were reminded of a *military* drill. She appeared to govern her school by love and moral suasion rather than the rod; and in her instruction she aimed to develop the intellect, and teach her pupils the importance of self-reliance, two indispensable requisites in successful school instruction.

Fryeburg.

Henry H. Smith, *Supervisor.*

We are happy to notice by Mr. Smith's report that he makes it a practice, whenever he deems it desirable, to visit the schools *three* times in each session, instead of *twice* only, according to the more common practice. In three or four instances he reports, "no register received." A like delinquency frequently appears in the reports of school officers. The law *intends* that no teacher shall receive his pay until he has delivered his register, properly filled, to the person authorized to receive it. We need to have this matter looked after.

Mr. Smith justly condemns the attention given in one school to French and Latin, to the damage of the common branches, and concludes his report with these remarks:

Your schools, are, on the whole, in a good condition; but is is earnestly recommended, that you have commodious, well-ventilated school-houses, completely furnished with such cheap and simple apparatus as will fully illustrate the principles of the common English branches. You should have, if you regard simply the item of economy, faithful, efficient teachers, and a judicious supervision of your schools. There should be a uniformity of text-books, the best your Committee can select. Each of you should see to it, that his own scholars are prompt and regular in their attendance.

The pure King's English should always be preferred to any and every foreign language. It is a mistaken notion, as it seems to me, that the royal road to learning in the district schools, skirts the boundaries of ancient Greece or Rome, or lies along the borders of modern France.

The best interests of your schools should always receive your constant care and attention. Everything that certainly conduces to the sound and thorough education of the young in the varied branches of learning, and in the principles of morality and virtue, you should ever hold in the highest estimation. The manner in which the sons and daughters of to-day are educated, will determine, to no inconsiderable extent, the destinies of the coming age.

Richmond.

G. W. Parks, D. W. C. Chamberlain, *Committee.*

The schools, the past year, have as a whole, fully held their own, as regards their general merit; while *some* have made considerable advancement, *others* have fallen off a little. Changes are continually taking place in the world, and we are not surprised that such should occur in the school-room, owing, no doubt, partly to the efforts of parents and teachers, but mostly to natural laws.

The village schools the past year, we think, have advanced in excellence and utility. Good, efficient, and experienced teachers have generally been employed to the satisfaction of all interested. A committee was chosen at the last district meeting,

to grade the schools, and it was also voted that a certain number should be sent from the Grammar School to the Academy, if of sufficient qualifications.

The North and South Intermediate Schools, require something more done to make them as profitable as the rest; being composed of children in their A. B. C.'s up to those who study Grammar, Geography and Arithmetic. During the past year, the Grammar School has had few scholars comparatively, and well classified, while the North and South Schools have been crowded, and poorly classed. We think this is not as it should be, and requires at your hands, fellow citizens, some corrective to remedy the defect.

We feel gratified that in District No. 5, there has been a new house erected, convenient and comfortable, where scholars can *now* go and be seated in a snug, neat room; a great contrast to what it was two years ago. We hope the other districts, that need such, will follow the example.

It is truly frightful to notice the number of absent days in some schools—days that are lost, never to be regained; and more than this, the scholar who absents himself not only loses, but the whole class, to which he belongs, feel, to a great extent, the hindrance that he puts upon them. The teacher, too, laboring hard day after day, finds soon that his explanations are useless to some of his class, and becomes discouraged too often in the exercises of the school.

We need not speak of its importance, as all know the stimulus it gives a school for parents to go and see their children and teacher. Certainly, if such be the fact, how unmindful must that person be of his children's welfare, who will not spend a little time in the school-room each term. You would not hire a man, and send him into your fields day after day, and not go there yourself, and see what he is doing and how he does it. Surely not; then, how much more should you watch *him*, who has the care of your little ones, and see that *he* instils into them correct principles and habits.

The selection of teachers is a very important matter for our agents. They cannot be too careful in choosing those who are willing to work, and who love to instruct the young. Mere pay should be no drawback to their services, for a school *well* kept one month is worth more than a school *poorly* taught two months. Connections, or party feelings should not bias the minds of agents in procuring those who will be a blessing instead of a curse to the cause of Education.

Finally, fellow citizens, we must all take hold of the matter, be our country in adversity or prosperity, and see what can be done in elevating the tone of our public schools. Each one can do something by words or deeds, to push along this truly great and beneficent system of educating the masses.

AUGUSTA.

JOHN YOUNG, *Supervisor for past half-year.*

S. LANCASTER, M. CUNNINGHAM, C. F. PENNEY, *Committee.*

Mr. Young represents the Summer schools as very successful, and closes his report with the following paragraphs:

In reviewing the condition of the schools of which I have had the supervision during the Summer Terms, I feel a satisfaction in the belief that, in consideration of the

number and variety of the schools, that a more efficient and successful class of teachers, as a whole, could rarely be obtained. Though there have been imperfections witnessed, and many improvements desired, yet a degree of success has been realized.

I have given much attention to the schools, not only from a sense of duty, but from a pleasurable satisfaction it has afforded me. It is with regret that I am now under the necessity of retiring from this service, especially at this time. But unforeseen circumstances are such as to render it expedient for me to be absent from the State for several months at least. I therefore tender my resignation of the office of Supervisor of Schools.

We copy an item or two from his notice of particular Districts:

A former report states that "this is one of the largest and most difficult schools under our supervision." Some of the former difficulties appeared at the beginning of this term; but by the firm and skillful management of the teacher, the difficulties were very soon overcome, and the school progressed with much interest. More than ordinary attention was given by the Supervisor on account of its former character. At the closing visit the school appeared remarkably well.

Some instances of cause and effect:

The attendance during the term has been very small. One or two families, through jealousy, or some other unjustifiable cause, refused to send their children to school.

Some of the scholars were quite irregular in their attendance at school, especially in the season of berries.

Some of the heads of families in the district are very careless in regard to the education of their children, and consequently the attendance of the scholars is very irregular.

The Committee make these general remarks in reviewing the Winter schools:

For the most part, they have been attended with a good degree of success. In some instances the schools have taken a high rank, both as regards thoroughness and progress, and the teachers have cared for the moral as well as the intellectual culture of their pupils. It is true, however, that many of the schools are very far from approximating, even, to that condition of perfectness in order, government and thoroughness, which is realized in our best organized and well-drilled schools. And we can hardly hope for much improvement while so many teachers are satisfied with simply "getting along," and so many parents are indifferent to the cause of learning, and take so little interest in the education of their children, and so many scholars have no higher notions of their own educational wants. In all these regards there needs to be a waking up of teachers, parents and scholars. And until each and all of these classes fully apprehend the importance of their duties and obligations, and enter more largely into sympathy with those who are laboring to promote and perfect our common school system, we can expect but little advancement.

If we are to speak of one influence more than another,. reducing the efficiency of the city schools, it is the almost universal apathy which exists in the community in regard to the subject of education. In many districts, but few, comparatively, man-

ifest any interest. The consequence is inattention and indifference on the part of the pupils, which the most faithful efforts of the teacher often fail to remove. It is noticeable that the schools where the parents took the largest interest — showing this by their presence on the day of examination — have been the most successful.

A few cases of marked excellence may be properly transferred from their report to this:

The order in this school was excellent, and the recitations were satisfactory. The room was neat and airy and the scholars cheerful and attentive. The Committee saw no whispering either at the first or second visit to the school. We regard Miss B. as a very efficient teacher, and well fitted to interest and instruct those placed under her charge.

The closing exercises were a gala day for the school. The forenoon was spent in examining the various classes. Several parents were present, whose interest in the education of their children had not been without its salutary effect upon the school. In the afternoon, the friends of the scholars were entertained by rhetorical exercises, consisting of declamations, singing, and reading select and original pieces, and a paper, edited by the scholars. In reviewing the classes, we found from the thorough advancement since our first visit, that they had been under the tuition of no idle master.

The order was admirable and the scholars attentive. No whispering was observed, and the movements about the room were conducted quietly.

An unrivalled disciplinarian is commended:

As a disciplinarian she is unrivalled in our schools. Her mode of teaching and classifying her pupils is systematic. In governing, she so happily tempers firmness with kindness, that the pupils obey her with cheerfulness. She was very successful in managing the school so as to economise the time and labor usually expended by other teachers in keeping order, by adopting a few simple regulations which were rigidly enforced. Order once established, the school was not disturbed by the noise usually caused by the classes going to and from recitations, each scholar moving in order, with precision, and without confusion. At the closing visit the examination was excellent. There were forty-six scholars present, none over ten years of age.

Miss C. as a teacher is second to none under our supervision, and has won our entire approbation as a model teacher, the esteem of the parents and the love of her pupils.

No "fixing up" for examination discovered:

Miss A. is an experienced teacher whose efforts have thus far been very successful. The District were so well satisfied with her success in the Summer term as to employ her for the Winter, and we are glad to say that she has not disappointed their expectations of a good school. The examination was highly satisfactory. There had evidently been no "fixing up" for the occasion.

The wonderful effect of a good school upon a poor school-room:

At our first visit there were fifty scholars present—many of them small and backward, and others well advanced in the higher branches, crowded into an old and

inconvenient room. They did not seem as quiet and studious as desirable. These circumstances made us fearful that the term might be unprofitable. At our last visit the school had assumed a different aspect. Good order and a systematic classification had been introduced under the firm discipline of an able and experienced teacher. The pupils were unusually quiet — not a whisper or irregularity was detected by the Committee. The studious habits assumed by the scholars, good order and correct recitations, made the room, even, seem really convenient, and teaching an easy task. Some of our best scholars are in this school.

St. George.

M. Dunbar, G. P. Simmons, *Committee.*

The Committee find evidence of commendable interest in the work of education.

The fact that schools have been taught, or are now under way, in *all* the districts in the town, together with the interest which agents have generally taken to secure the services of competent teachers, and the liberality of some of the districts in furnishing board and fuel, either gratuitously or at a merely nominal price, shows a commendable interest in the cause of education. Yet more liberal things should be devised for our schools, if we would see them of that high character, and yielding all the benefits of which they are capable.

Believe school houses are needed :

In but five or six districts are there comfortable and convenient *school houses*, and we would, in the spirit of kindness, respectfully invite districts to act immediately, faithfully and harmoniously, for the building of new school houses, where the scholars can find themselves somewhat pleasantly situated, while pursuing their studies from day to day.

They advocate permanency of teachers :

One of the worst features in our present school management, is the *frequent change of teachers.* Such change is productive of injury, and until more regard is paid to the subject, and greater *permanency of teachers* is secured, we cannot expect our schools will take that high stand which is so earnestly to be desired. Where teachers have given general satisfaction,—where they have proved themselves to be zealous, faithful and competent,—and where they have improved the order of the schools under their charge, and caused them to progress, there should seldom be a change.

Raymond.

E. Leach, David Nash, *Committee.*

A novel feature in this report is the effort to encourage punctuality, by publishing the names of scholars in the several districts who have not been absent from school during the term. The rank of the several schools, in average attendance, is also given. Mr. Leach "puts" the matter of punctuality very forcibly.

Want of punctuality is a serious evil in all our schools. It should be a rare thing to have a pupil stay away from school a half day during a term; but, as it is, it is deemed worthy of note to find *one* who does not lose more time than that. The average attendance in all our schools should, at the worst, reach ninety-five per cent. of the number registered. But, in our most punctual school, the average falls far below that. This is one of the most embarrassing difficulties with which the teacher has to contend. The absence of scholars, for trifling reasons, or no reason at all, is constantly breaking up his plans and demoralizing his classes.

Parents often complain of the inefficiency of their teachers, when the only trouble is, their children are irregular in attendance; irregular, because they are either *allowed* to stay away frequently, or are *kept* away to work. Such children as are *kept* away to do errands that could be done for ten cents, will not believe until they have grown up and it is *too late*, that "every day's schooling is worth a dollar" to them. It should be considered a libel of the most criminal character, for *such* persons to find fault with teachers. If you want your children to learn, keep them constantly at school during the term, and be sure that you are not deceived as to *how* much your scholars are absent. We have known persons whose children had been absent half the time of a term, who seemed to think they had attended nearly *all* the time. The fact is, persons who are heedless enough to keep their children out of school, are too careless to take any note of time. Nor, should it be supposed for a moment, that, if scholars are irregular in attendance, their advancement will be proportional to the number of days which they attend; that is, if they attend twenty-five days in a term of fifty, you should not expect them to learn half as much as those who attend all the time. You should really be surprised to find that they have made any advancement under the instruction of the very best teachers.

But parents should not receive *all* the censure for this school vice. Teachers have a work to do in this respect, which is very generally neglected. At any rate, efforts on their part, commensurate with the importance of the subject are seldom made. If a teacher wishes to succeed and gain an honorable reputation, he must make vigorous and *systematic* efforts to *secure punctuality*.

Cheap teachers most likely to fail:

From the special reports of the several districts, it will be seen that while most of our teachers have given good satisfaction, too many have failed. It is a fact, however, worthy to be remembered, that *all* the failures are of *cheap beginners;* and of this class, engaged in town the past year, *nearly all* have been unsuccessful to a greater or less extent. There are *always* risks in making experiments; therefore, no beginner should be employed, unless he has unusual qualifications, and can give good promise of success. But, as buds and flowers must necessarily precede the fruit, so there *must* be young teachers; otherwise, there could be no old ones. Therefore, means should be provided for training them to their profession.

Need of professional training set forth:

Teachers need *professional* teaching as much as lawyers or physicians. They need *apprenticeship* as much as shoemakers and blacksmiths. You would not think of engaging a man to fit and make you a suit of clothing, merely because he had just received for himself a new suit from a *real tailor*. No more should you engage

a person to teach merely because he has been to school, even if he has received a good education. There is as much difference between knowing and teaching, as between wearing clothes and making them. The true remedy is to provide *Normal Schools*, where teachers can "learn the trade"; and, since the State takes charge of our school system, it should also provide for training *our teachers*.

Failure in teaching some branches:

Although our schools, for the most part, have been taught by *relatively* well qualified and skillful teachers, yet there are two very important branches which have been poorly taught in many of them. We refer to Reading and Penmanship; and, more especially, to teaching Reading to younger scholars. Teachers who demand almost perfection in preparing other branches for recitation, do not require, nor seem to *comprehend*, what is even a *decent* preparation in reading. Pupils, indeed, study, or rather buzz their lessons over and over, a certain number of times. But in all this "lip-service," there is seldom a definite object in view. The pupils, on coming to recitation, are not expected to have learned even the words of the lesson. And when they recite, they are obliged to hesitate like Jack Downing, for some neighbor to whisper "Jerusalem," or "skip it," or for the teacher to prompt them. In this manner, we have known teachers,—and some of them, teachers of respectable standing,—to do a third of all the reading for their smaller classes. Teachers should be ashamed of such bungling work. It is much like pouring water into a sieve. As to Penmanship, it is very difficult to find teachers who can decently practice it; much less can they teach it. The standard of qualifications in this respect, should be raised. And some means should be adopted to have proper materials provided for the necessary school practice in this art.

Public examinations urged as a means of school improvement:

Several of the schools have closed with public examinations, both interesting and profitable. We suggest that no school be allowed to close without a thorough examination, which should be attended by the Committee and every patron of the school. Parents and agents should unite in demanding this of their teachers. And should see to it, that their children do not "dodge." Nothing so cheap, would have a more salutary effect upon our schools. Teachers who are so much ashamed of their work that they dare not exhibit it, should not be employed.

LEWISTON.

A. BURBANK, *Supervisor.*

A. K. P. KNOWLTON, N. M. WOOD, T. B. THOMPSON, *Directors.*

The Supervisor, or Superintending Committee of this town—*now city*,—has charge of only the outlying districts. The Directors have the care and control of the "Village District." Dr. Burbank gives, in his report, no details of individual districts. Upon the general subject he thus remarks:

I have felt more and more with each year's experience, how closely are the interests of this community, financial, social and moral, identified with our own schools;

and deeper and deeper has grown the conviction that too much effort cannot be expended to increase their capacity to promote the general good. It has been my duty to present this subject to you frequently before, and I have found that added experience has strengthened old arguments and familiar principles in my own mind, rather than suggested new ones. I refer of course to the importance of the school system, and not the details of its machinery, for in these, new and improved methods are constantly suggested. It is an old principle, that a man, as a general rule, is what the circumstances of his life, and especially his early life, have made him. Give him the incitement of cultivated association, adequate ideas of his duties as a citizen, and an education to fit him for their performance, and the chances are largely in favor of his sustaining the relations of his life with honor to himself, and benefit to mankind. And where, next to the family and the church, does he gain so many of these favoring influences as in the school-room? It is not enough that a community admit the fact of the importance of the school; it must be acted upon. For no system of public policy is so sensitive as the school system, to public opinion, and none yields so speedily to the indifference and neglect of the public. It must be fostered by liberality of expenditure, the ranks of its teachers must be scrutinized, and the worthy only suffered to discharge its duties; neatness and convenience must be secured for its architecture; and love for its exercises and regularity of attendance must be secured on the part of the young recipients of its benefits.

Most eloquent are the lessons of these dark days of our history to enforce the claims of education on the reflecting mind; for if anything has been demonstrated with unfailing certainty during the rebellion, against which the nation is struggling, it is that republican institutions must derive their strength from the general intelligence of the people. A few desperate and unscrupulous men could not have led the masses of the South into the dark mazes of rebellion, if the school-houses had dotted Southern soil as thickly as New England, nor would the men of the North have risen up so sublimely to smite the traitors of their country, to endure the privations of the camp, the weary hours of the hospital, and the bloody onset of the day of battle, had it not been for the influence of knowledge freely offered to the poorest and humblest, alike with the proudest and wealthiest.

The repeated saying of Mahomet, "The ink of the scholar and the blood of the martyr are equal," is not wholly exaggerated and untrue—the loyal blood which flows in the heart of the northern soldier, impelling him onward to the post of duty and of danger, has been made more loyal by the lessons of the school, teaching him to love and rightly value the institutions for which he perils his life.

Let the honorable rank which our schools have held among the towns of the State be the index of their future rank among the cities of the State; let appropriation be liberally continued, though the pressure of taxation be heavily felt. Let not the progress of our children be slackened; for on them, as we hope, will rest the honors and responsibilities of the calmer and happier days of our country's history, and let us qualify them to gather the harvest for which our own generation is sowing in blood and tears.

The directors say of the schools under their charge:

They have been under the instruction of competent, energetic and faithful teachers. The attendance during the year has been unusually good. We are happy to be able

to state that they never were in so good condition as they have been during the year just closed. There has not been an instance of insubordination in any school for the year. Great care has been taken on the part of the directors and teachers to check at once anything that might result in serious disturbance. This course has secured good order and attention. A spirit of indolence and indifference to study has not been allowed to go unnoticed by the directors. In the High, Grammar and Intermediates, a weekly report is made out by the teacher for each scholar, who is required to present this report to his parent or guardian for signature each week. In this way they learn from week to week the scholar's attendance, deportment, and rank in his studies.

Our school year commences with the Spring term. At this time scholars are examined, and, if found qualified, are admitted to the higher school. We found, at the close of last term, a large number well prepared to be advanced, showing that a great amount of labor has been performed by the several schools. The course of study was arranged for thirty-six or forty weeks' instruction a year. Being obliged, as we were, to close the winter term at the end of the seventh week, it left part of our year's work unfinished; but we have the satisfaction of knowing that what time we have had has been well improved, and that good proficiency has been made in the several schools. The usual time taken for the review of the term and year's study was lost to the schools.

It is hoped and believed that the appropriations for our schools the coming year will be sufficient to meet their real wants. There is no one interest or combination of interests in which all are so generally to share as in our public schools. They are accessible and open alike to the children and youth of all classes, and should receive generous appropriations, be wisely and carefully superintended, and faithfully instructed. Let all then study their wants, freely contributing their means and influence for their benefit. By so doing we shall give the young what is more valuable than houses and lands.

The whole number of scholars in the District, as given above, is nineteen hundred and ninety-seven. Of this number eight hundred and eighty-nine are boys, and eleven hundred and eight are girls. Ten hundred and ninety-five are Americans; seven hundred and twenty-one are Irish; one hundred and three English; seventy-four French; two Scotch; one German and one Swede. Of these, forty-three are in the army.

GORHAM.

A. W. MURCH, J. B. WEBB, J. O. WINSHIP, *Committee.*

The Committee, in opening their report, apologize for its want of completeness, partly "on account of the neglect of many teachers and agents in properly filling and returning their registers. We would recommend the selectmen to refuse orders for the payment of teachers until the registers are legally returned to the Committee, and they receive notice to that effect."

Town officers should need no such recommendation, as the School Law, Section 56, very plainly requires that no teacher shall

receive his pay until the registers are duly returned. In their closing remarks the Committee say:

In submitting to the public this report of the present condition of our schools, and their results for the past year, we are fully aware how greatly public interest is absorbed in the vital question of our nation's existence. And yet, we cannot forget, nor does the public need be reminded, that it is not so much the Federal Union and Government that are assailed, as our Northern institutions. We believe, also, that it will not be controverted, that although the Union cannot be restored and the authority of the Government be extended to its former limits, without the aid of the military power, yet the future permanency of the one, and efficiency of the other, rest upon the general intelligence of the people, which can be secured only through our common schools.

They remark on the union of small districts:

We think that no one, upon looking over the returns of the different schools, can fail to see that the interests of education would be greatly subserved by the consolidation of some of our smaller schools. In several instances, the average attendance is less than twenty—a number so small that teachers lose that satisfaction from their labors which they are entitled to, and cannot feel that interest which greater numbers would give. The scholar, also, needs the wholesome stimulus which moderate rivalry affords.

Upon the employment of female teachers:

Many of our best male teachers are absent in the army. It has been necessary, therefore, to fill their places in our winter schools by female teachers. We doubt not that this has been done to the entire satisfaction of all parties, and that the services of these teachers will be secured to our winter schools in the future, thus doing simple justice to a class of educated women, to whom by far too few avenues to pecuniary independence have hitherto been left open.

Upon the mode of selecting teachers, they repeat the suggestion elsewhere frequently made:

Although it may appear like encroaching upon the time-honored privilege and practice of school agents, we would, nevertheless, suggest the propriety of having all teachers appointed by the School Committee, instead of being engaged, as they now are, by the District Agents. This method would have its convenience to recommend it, especially to teachers. The Committee, also, have facilities for learning the character, and judging of the attainments and qualifications of applicants, which agents do not enjoy, and so could assign all teachers to such schools as they might be best fitted to take charge of; besides, as the Committee are fewer in number than the agents, there would be fewer personal interests to be consulted.

Hallowell.

H. K. Baker, E. Rowell, *Committee.*

The chairman of the Committee of this town, has long been identified with its school interests, and deserves well of the community,

for whose good he has labored with so much fidelity. The Committee say :

The interests of our public schools are not less important than they have been heretofore. We have no doubt that these institutions are rightly appreciated by our citizens generally. The crowded audiences attending the examinations at the close of the winter term, from the Primary to the High School, testified to the unabated interest of parents and the community generally.

After speaking briefly, and in most cases favorably of the separate schools, they add in regard to their system of graded schools :

After more than twenty years' service in reporting upon the annual history of our graded schools, we have not much that is new to write in the present report.

We may say, however, and without any hesitation, that we have no regrets to express, that we have given much time and attention to these schools, from 1840, when they were inaugurated, down to the present year of our Lord, 1863. It has been done every year at a sacrifice, and for a compensation wholly insufficient, so far as regards dollars and cents. But we have received our reward, and it has been large and liberal, in the practical results, in the training and fitting of a host of our young friends, through the lapse of years, for we have no feeling in common with those who would shut up all but the commonest education within the walls of colleges and academies, the doors of which are barred to all but the wealthy, and those whose paths in life are strewed with roses.

Within the years of our connection with the schools, we have formed many associations, some of which are remembered with pleasure, while we contemplate the honorable career of our old friends. Others are mingled with regrets over those who have passed to their long home.

After speaking with interest of the many successful teachers who have served the town with fidelity, they close their report with saying :

And so the list might be extended, were we to make a catalogue of all who have merited the meed of praise. It is not a light task that is performed by the primary teacher, though a task but slightly compensated. Nor is it a work that does not tell upon the destinies of land. It is powerful for good, if rightly and faithfully performed. We cannot better close, than with a few lines from Holland's fine poem, descriptive of the " village school mistress."

" Behold her at the door, while round her press
The little throng, with greeting and caress,
And follow slow, or pressing on before,
Seek their low desks across the sanded floor,
And there await, with sweetly reverent face,
The Word's best teachings, and the prayer for grace.
How sweet the words of Jesus on her tongue!
How rich the flow of David's sacred song!

Thus with a prayer begins the weary day;
And, when the sultry hours have passed away,
Those childish voices, mingling with her own,
In grateful song rise softly to the Throne.

Thus day by day, oppressed with tender care,
Thus day by day renewing strength with prayer,
She strengthens slowly, through each passing hour,
Her Nation's greatness, and her Country's power."

JAY.

CORNELIUS STONE, O. H. JOHNSON, *Committee.*

Your Committee have the satisfaction of saying, that the schools in town have prospered the past year more than usual. The teachers employed, have been persons of more advanced age and experience than has sometimes been the case. The school agents have evidently endeavored to do their duty with commendable fidelity. No case of school difficulty has occurred to require the presence of the Committee to adjust it. The progress made by the pupils in the different schools, has been fair; and, although, all has not been done that we could wish, we may congratulate ourselves on the success that has been attained. Your Committee have endeavored to meet the requirements of duty in the discharge of the trusts committed to them. The absence, however, of one of our number, during a part of the year, as a chaplain in the army, has to some extent, broken in upon our arrangements.

In their notices of individual schools, the Committee say of one teacher, educated at a normal school abroad:

It was apparent that the school had been well conducted. In the several branches which had been studied, very valuable instruction had been given, and commendable proficiency made by the scholars. The order was good—the teaching good, and everything conspired to make the term one of much interest and profit. Miss C. is an energetic and thorough teacher, and well deserves public patronage.

Of another teacher it is remarked:

There is something in the manner of Mr. P. well calculated to enlist the attention of his scholars, and to excite in them a spirit of emulation; and at the same time he governs with ease and affability. There is also a thoroughness in his method of teaching, imparting in his recitations much general instruction, and thereby stimulating his pupils to great exertion.

Of another school it is reported with commendation:

This school was one of the most successful in town. The manner of the teacher, in conducting the exercises of the school, was most admirable;—very quiet, but at the same time, very efficient. He moved about the school house, making scarcely any noise himself, and allowing very little from the scholars. The school appeared perfectly under his control. The interest of the scholars was very noticeable. Twelve are returned on the register as having attended all the time, and thirteen as receiving the highest figure in punctuality, deportment and improvement. Your Committee congratulate the Ninth District on the success of their school.

HIRAM.

DAVID H. COLE, *Supervisor.*

Mr. Cole reports briefly and to the point, upon the several

schools in town, and makes the following general remarks in closing:

In submitting my annual report of the schools in town, I remark that through the creditable exertions of the agents, the past year, in trying to obtain good teachers, rather than cheap ones, and an interest among parents generally, they are evidently assuming a higher character than at any former period.

Text Books. In the selection of text books, I have made but slight alterations—a change in the Reader being the only one. Uniformity in books is desirable; without it teachers cannot labor profitably.

School Agents. Upon you, I would say, devolves the duty of selecting and employing the teachers, and in case of failure, upon you, in a great measure, rests the responsibility. Employ such as have not only the literary, but the natural qualifications adapted to the peculiar wants of your districts. In this connection, I would say to those desirous of hiring teachers, that of those whose names appear in the foregoing report, Misses Morrill, Pierce, Burbank, Fogg, Tibbetts and Cole, and Messrs. Morrill and Stacy have proved themselves successful teachers.

To Teachers, I would say, study your calling. Learn to adapt yourselves to the various capacities of your pupils.

In closing, allow me to recommend a cheerful and liberal appropriation to the support of our public schools.

A practice not to be commended:

It was found that the teacher did not exercise much energy; nor, in fact, can it be expected that any teacher of a summer school can be of much benefit to her scholars while she has needle-work of her own to attend to in school hours, as was the case in this school. But few scholars attended the term, and those that did attend were but little interested.

A natural consequence:

At the commencement, the teacher appeared to be exercising a commendable degree of energy for the interest of his school; but the efforts of teachers are in vain, unless parents feel interested in the education of their children.

RUMFORD.

JOHN ELLIOT, H. F. HOWARD, F. J. RUSSELL, *Committee.*

The Committee of this town make few general remarks. The following paragraphs are selected from the notices of the individual schools:

Your Committee were highly pleased with W.'s method of teaching; in the orderly and prompt bearing of the scholars. There seemed to be no effort at display—nothing superficial. The scholars were made to understand what was wanted, and then how to meet the demand. With such a teacher, scholars must advance. The reason is obvious, instead of being allowed to run over a great variety of studies, a few are made to penetrate the brain.

This is the third time Mr. H. has taken charge of our school. It is believed he

gave better satisfaction during this term than ever before. So that it can be said of him, "good, better, best." He needs no further eulogy.

Teachers in our town have expended large sums to qualify themselves to take the true position as teachers. They have no need to look up schools, being sought for as teachers—they can make their own selection.

Farmington.

Thomas Weston, *Supervisor.*

From the earliest period of our history, mental culture has been regarded as one of the chief supports, if not, indeed, the corner-stone, of the civil fabric. Declaring at the outset that the *people* were the *Government*, our Fathers were solicitous that each generation, mentally as well as morally, should be fitted for the great responsibilities which would inevitably devolve upon it. To this end, they sought to so educate their children, that they might more than fill the places left vacant for them—that they in their turn might transmit their inheritance, made more precious by the added value they should give it. No one thing has tended more to promote the welfare of our State, or to raise her to the position she occupies among her sister commonwealths, than the liberal sentiment which has always been cherished, and the enlightened policy which has always been pursued, as regards the education of the rising generation. And deeply impressed with this truth, and seeing the bearing it must have upon the future, we know not how we could, in this connection, render a greater service to our fellow citizens, than by directing their thoughts to this fact—and by seeking to impress them with this truth, that the future welfare of the State and the Nation, depends upon the thorough culture of the minds and hearts which are to feel and act in the generation which is to succeed their own. Our children are soon to assume the government and control the destiny of the nation. He who is to be our Chief Magistrate, when another century dawns—if the storm-cloud now hanging over us shall purify rather than destroy—is somewhere, it may be in a public school, receiving the first rudiments of that education which is to fit him for his exalted station. Who he may *be*, the future only can reveal, but the office lies open to the sons of every household :—and the birth place of fame has often been less noble than is the humblest of our common schools.

If then, the future welfare and success of our children depend in so great a measure upon their mental culture and discipline, it certainly behooves us to spare no effort, it becomes us even to deny ourselves, if need be, that those who are to succeed us may be ready for the work assigned them.

After speaking of the appropriations made for the support of schools, the Supervisor suggests these important inquiries :

But while the town provides for the education of the children within its limits, do those most nearly concerned manifest the deep interest they should possess? States and towns provide general means for general ends—it remains for those most interested to apply these means. And the good or bad results of use or misuse, is never more apparent than when it affects the mental culture of our children. They are ur greatest treasures, and rightly trained they may become our greatest blessings. No man, worthy of the name, will neglect the outward wants of his offspring—

yet many a one forgets that the best legacy he can leave his children, consists not in *dollars* or *acres*, but in a well established, practical education. We are too apt to think that when the external means of education are provided, we have performed our whole duty so far as the intellectual need of our children are concerned. That they pass to and from the school-house, day by day, is often the extent of our care, and sometimes, even the regularity of that attendance is governed by the child's caprice, or the parent's convenience—and, if in the end, little progress has been made, the blame oftener rests upon the teacher as unqualified to teach or unfit to govern than where it really belongs. The teacher has a given work to perform. The parent has an interest in the progress of that work. Yet many know nothing of the improvement made or the benefit derived—they never visit the school-room, and they receive their only impressions of teacher and school, from the reports, often garbled and distorted, which the children bring them. The Supervisor has invariably found, in his experience of the last year, as well as in that of similar duties in other years, the most satisfactory progress, and the best schools, in those districts where the parents coöperated with the teacher, by their occasional presence in the school—by their approval of his efforts, and, most of all, by the efficient aid of proper home training. However desirous the teacher may be of doing his duty—however conscientious in the discharge of the task assigned, little can really be effected, unless the parent heartily seconds his endeavors, in hours over which the instructor has no control.

The hint contained in the following paragraph is worthy of careful inquiry in some homes of the State, in which complaints against the schools are very apt to arise:

Once more. Complaints are sometimes made, that children at school acquire bad habits; perhaps, that they learn evil or profane language. It may be true in some instances. Evil comes from contact with evil. But not to direct school influences can this be charged. It comes from imitation, no doubt, but no teacher sets the example. In many cases a wrong home influence is at the bottom of the evil. Are these words always taken from the school to a home entirely free from them, or are they rather the repetition of "household words," uttered so constantly by the parent as to pass without a thought? Many a man, habitually and heedlessly utters profane words, but he is shocked and pained to hear the same expressions from the lips of his child, and he wonders where so bad a habit could have been acquired. More or less of this bad language may be heard among the children. It is morally and legally the teacher's duty to use every effort to restrain and banish it. Yet each of us is responsible for his own conduct and speech in the presence of his children. We should not leave at the door of the school hous· what may have sprung into existence upon our own hearth-stone.

In conclusion, the Supervisor would direct your attention to the rudiments of knowledge, and urge the thought that they should be made not a superficial thing, but a deep and firm foundation for all subsequent instruction in our schools. Without these, nothing can be accomplished. First of all should the children "give attendance to reading." Writing, Arithmetic, Grammar, Geography, and the history of our own land, at least, should be thoroughly taught. After these, the way will naturally open to other fields of knowledge. The Supervisor trusts, while leav-

ing with his fellow citizens this report of his year's labor—a labor performed with pleasure and satisfaction, as well as with anxiety and care,—that what seems apparent to him will be generally felt—that the schools are all in good condition, and that in some instances great progress has been made. The gradual waking up of public sentiment in the matter of popular education is a good omen.

LOVELL.

I. S. HAMBLEN, *Supervisor.*

The topic introducing the Supervisor's general remarks is not new, but is very well presented, and *ought* to be heeded by every parent.

The greatest difficulty with which our schools have to contend, is the absence of scholars during school hours. And this difficulty is very much increased by the fact that parents, generally, think it a matter of small importance, if their children are absent a day or two out of each week; and, certainly, it can be of no consequence if they are away only an hour or two each day.

Many parents seem to think that their scholars should be sent to school only as a last resort, when they can find no other employment for them. But stop, and think what work your scholars should do, and what time they have in which to do it. Use the same common sense in regard to your schools, that you do respecting your daily business. If from some circumstances beyond your control, your men could work but six months in the year,—and but few of our scholars can spend so much time at school,—and even then only six hours a day, you would be very earnest for every man to be in complete readiness when the working season arrived; to be on the ground at the appointed hour in the morning, and not leave until the allotted time had fully expired; and not only be present every day, and every hour of every day, but work while present, and work diligently, and no trivial excuse would satisfy you, if there should be any failure on the part of a man to be present. Should you not be as earnest for the advantage of children, intellectually as physically?

But if you do not care for the advantage of your own scholars, you have no right to deprive others of their privileges. Suppose that one-fourth of the scholars are absent from their recitations to-day—and you see from what has preceded, that this has been the average of those absent during the year—and the time is employed in thoroughly explaining some new principle, so that every scholar present completely understands it; if all the class should be present to-morrow, the absent ones of to-day could not go on with the class, and take up the new principles which now arise, because they depend upon the preceding ones, and of those they have no idea. In that case the teacher must spend the whole time of the recitation in explaining the previous lessons to those who were absent the day before, while three-fourths of the class lose their own recitation and their part of the teacher's attention, or what is more nearly just, the teacher goes on with that part of the class who were present, and leaves the absentees to grope along as best they may. This is right; for no scholar who is absent to-day, without excuse, or only a trivial one, should take the time of those who are always prompt, and make the best use of all their advantages. But the end is not yet. A fourth part of the scholars are absent from the next lesson, and not

only from one class, but from every class to which they belong, and soon all order in regard to recitation becomes impossible. Teachers who are really interested for their pupils, finding that they can be of comparatively little advantage to them, become discouraged and conclude to "wear out their time and get their pay." Then, I say, no one has a right to keep his scholars from school without the best of reasons, for he would be unjust to himself, his neighbor, his scholars, and their teacher.

An idea is suggested in the following paragraph, worthy of the attention of school committees. If more pains were taken to train the teachers for their schools, less difficulty would be found in their management:

In closing, I would recommend you to choose some of your best men for a committee,—men who understand their duty and will do it; and instruct them, in addition to their other duties, to hold meetings in the several districts during the winter schools, at least, as often as they may think it profitable; and give lectures before the parents and teachers, and explain to each their duties; show the teacher the best method of governing and disciplining their schools, and of teaching the different branches of education; in short, to teach the teacher how to teach. It seems to me that a small portion of our school money could in no way be more profitably expended.

ANDOVER.

WM. V. JORDAN, *Chairman of the Committee.*

This report contains some important incidental hints in reviewing the schools. A question of discipline is pertinently put:

Perhaps Mr. D.'s mode of discipline is faulty,—some have certainly considered it so; but it is an interesting question to ask, where discipline commences, and who, in the main, are responsible for disorderly scholars? And I put the question, not to meet any particular case, but for general consideration. All parents and guardians should remember, that obedience and docility have their paternity and culture in the family, and that good and thorough discipline at home will leave but little for the teacher to do, in that respect, in the school-room.

The ill influence of a school house set forth:

The scholars have been generally backward. A glance at the building which they occupy during school hours, will explain the reason. They have no conveniences, no pleasant surroundings, no inducements to study. There is fine young material for scholarship in the district, but a suitable *workshop*, as well as workmen, is needed for moulding it into shape.

In regard to the time of commencing the Summer and Winter schools, Mr. Jordan thus remarks:

By the present arrangement of our school agents, or by vote of districts, nearly all our Winter terms of school commence so late in the season, that they cannot be closed before the annual municipal meetings in the spring, rendering it impossible to pre-

sent a finished report of these terms at that time. The weather and travelling are generally better for scholars attending school, during late autumn and winter, than during late winter and spring. If schools could commence on the first or by the middle of November, these inconveniences would be in a great measure avoided. Summer schools should commence certainly not later than the second week of May.

Parents hardly believe it possible:

Some who listened to the reading of my report a year ago, were slow to believe that the average attendance was a fraction less than fifty *per cent.*, yet this was literally and *figuratively* true.

Fairfield.

Jona. A. Smith, A. G. Emery, Geo. Richardson, *Committee.*

Pupils are galled by the yoke:

His school commenced with about forty of the most forward scholars in the district; but unfortunately many of them became galled by the governmental yoke, (not having been accustomed to wear it,) and left, one after another, until they were reduced to about twenty near the close of the school. Those who remained made good proficiency in their studies. The teacher was well qualified to instruct in every brannh, and the scholars no doubt would have liked him well had he granted them more indulgence. As it was, some dissatisfaction prevailed both among the scholars and parents.

A gratifying exhibition:

Mr. A. conducted the Winter term. Under his care for the last two winters, extra attention has been paid to the primary branches—reading, spelling and writing. At our closing visit, the scholars fully sustained the good reputation of No. Ten. We found here about *forty very neat writing books*, and the improvement in penmanship, grammar and geography, and more especially in reading, reflects much credit upon Mr. A. and his school.

An old complaint:

Near the close of the term we were called to visit the school by reports of dissatisfaction. We found but few scholars present. Those who had attended regularly, made fair improvement. The complaints were not substantiated to the Committee, and the school having but few days longer to continue, was allowed to proceed. It was not a profitable term. The great difficulty in this district is a lack of harmony on the part of the parents. We have for some time noticed that the jealousies, existing in the district, were having their effect upon the school.

Agents delinquent—as usual.

The law requires the returns to be made to the Assessors in April, so that the Committee can have from them the number of scholars in town, and forward it to the State Secretary on the first day of May. If we fail to make this return in season, the town forfeits ten per cent. of its share of the bank fund, and if we fail to send it at all, we lose the whole. Last year five agents in town failed to make their re-

turns in April, and one of our board was obliged to ride about in the worst of traveling, and at the town's expense, in order to get them in season. Now if the agent of any district neglects his duty, would it not be just for the selectmen to deduct from such district's share of the State fund, the expense of sending for such returns?

Disproportionate attention to arithmetic:

We have long thought that too much attention was devoted to Arithmetic, so that other studies, quite as important, have thereby been neglected. And we are glad to find our State Superintendent of the same opinion.

A word for teachers and parents:

We have known some teachers to spend much time in fault-finding, stamping, scolding and raving, because their scholars were noisy. This is all wrong,—only adds to the noise, and makes confusion twice confused. We have observed for many years that those teachers succeed best in governing, who let their "words be few and well chosen." If teachers would regard this motto, and briefly say just what they mean, scholars would soon learn that they mean just what they say.

In the school-room, the teacher is the power on the throne. But there is a power *behind* the throne, which too often destroys the influence of teachers, and defeats their wisest plans. This is *parental* influence—a power mighty for weal or woe to the character of our schools, according to the manner in which it is exercised. Then would we entreat parents to strive to know and do their duty on this subject. Remember that your children have intellects to be cultivated, manners to be formed, and morals to be guarded. Remember, too, that this vast work must begin at *home*; and that, if you would have it matured in *school*, you must *always*, by your aid and sympathy, coöperate with your teacher. Let your children see that you place a *high value* upon their school privileges, and they will soon learn to estimate them as *you* do. See that they are punctual in attendance. Do not expect perfection of your teachers; and be careful not to speak disparagingly of them to your children.

Saco.

Josiah Keely, *Supervisor.*

The Supervisor alludes in the opening of his report to the diminished appropriation for school purposes: a temptation on the part of the towns which we should strive to resist:

It is not to be expected that we should be exempt from all the evils which lie so heavily upon our deeply afflicted and beloved country. Economy is one of the lessons which these evils are compelling us to learn. Its practical results have reached your financial appropriations, and as the consequence there has been a diminished amount of money for the maintenance of your public schools.

Fit mention is made of a faithful and patriotic teacher:

At the close of the summer term, Mr. Hobson, who has had the charge of this school for the last eight years, resigned his position for the service of his country. His eminence as a teacher, with many of the qualities which distinguished his social

intercourse, have secured for him a large place in the regards of this community, and many fervent desires for his welfare and success.

Permanency in teachers desirable :

One of the next best things to obtaining good teachers in our schools is to continue them. Permanency up to a given point, will always add to their value. This has been verified in this and the last named school.

Contention left off after it was meddled with :

The peace and harmony of this district were seriously threatened at the opening of the year; but we are happy to say, that if the members did not "leave off contention before it was meddled with," they were wise enough to leave it off *after* it was "meddled wi" and have thereby secured a continuance of the same pleasant, prosper-
of things in their school and out of it, as in past years.
.endance, order, and proficiency have been fully equal to previous years.
pleasant sight to see in their neat, commodious school house, 67 pupils present
. rainy day, as I saw in my last visit, which was made unexpectedly to both
eacher and school. I only wish parents, too, had been there, to share with me the gratification produced by the habits of order, decorum, and studious application, inculcated and exhibited in that busy and pleasant school room.

Parents admonished once more :

Parents should recollect that by sympathy and co-operation, they may greatly aid the progress of a school that may occupy only a position of mediocrity; and by their absence, they may retard, and even nullify, the efforts of the very best of teachers. Let them also bear in mind, that it is much better to endure a supposed, or even real evil, than to seek its removal by means which involve results more disastrous than that which they seek to remove.

A more elevated character demanded for our schools :

In concluding this part of my duty, I cannot forbear calling attention to the importance of giving to our Common Schools *a more elevated character.* Not that I would desire any material change in the studies prescribed, or in the text books now in use—but a more thorough scholarship than is now generally gained. It is well known to many of my fellow citizens that most of our mixed schools, and many of those that are graded, have maintained, with only occasional exceptions, a sort of dead level for several years. For a single season there may have been a slight deviation. A school may have had, occasionally, the fortune to secure a teacher of superior or inferior qualifications, and for the time being, a temporary elevation or depression would occur; but the succeeding season usually finds the same school resuming its previous uniformity.

The demand for such a more elevated scholarship comes from quite a diversity of sources.

The position of the higher schools in our own and surrounding communities, make it necessary.

It is demanded as a fitting sphere of occupation, for the higher grades of teachers now being multiplied, and who will seek employment where their qualifications are best appreciated.

It is demanded by the more elevated standard of education that is prevailing in our higher institutions of learning in this and other states.

It is demanded by the condition of society at large. Its numerous and diversified occupations, are not only finding employment for, and offering inducements to, elevated educational attainments, but require them of all those who will not content themselves to do only the drudgery of society.

To meet this demand for such elevated scholarship, competent persons only should be employed, persons whose qualifications will enable them to give their pupils a thorough scholarship in all the prescribed branches, and who intend to make a business of teaching. After such a grade of teachers has been secured, they should, by all suitable means, be retained. Experience will always add value to their labors, especially in the same position.

It is not to be expected that such advance in the standard of scholarship can be secured without difficulty.

It is quite possible that there may be a want of sympathy with the object. A large class of persons in the community are always satisfied to move on in the same track of a preceding generation. They are averse to changes, be the apparent benefits what they may. Not until the benefits are matters of experience, can they be reconciled to any such innovation.

In still another class of cases, the object may be accomplished by employing female in the place of male teachers. The superior value of well qualified females as teachers of youth, as well as of children, is a point on which there is at present great incredulity. Out of New England, as well as in some parts of it, this value has already been discovered and appreciated; and it is yet hoped that in Maine, no less than in other places, this class of educational laborers will yet find the sphere for which they are so eminently fitted.

Belfast.

Hervy Hawes, Edw. F. Cutler, C. Palfrey, *Committee.*

The Chairman of the Committee, who appears to have been delegated to act as Supervisor, and who draws up the report, after giving an encouraging account of the schools, closes with these remarks:

The institution of free schools is one of equal interest to the high and the low, the rich and the poor. It is here that the richest man's tax is used for the greatest public good; and it is here that the poorest man derives the greatest benefit from being one of the citizens of an intelligent community. From the beautiful villages and cities which adorn our extensive sea-board to the entire back settlements of our great and growing State, are these privileges now enjoyed; and every year increases its demands for the most capable and efficient teachers, male and female; teachers, who shall be found well adapted to the stirring times in which we are living. Upon our male teachers a large draft has recently been made for the supply of our army. May a kind Providence *spare them*, and return them to their former and more *desirable sphere of usefulness*. As the present condition of our country is, where shall an adequate supply be found?

We believe that in this respect, to a considerable extent, the schools in Belfast have been favored the present winter; but there is room for great improvement. We feel a pleasure in saying that each of the six schools in the city proper, are making at this time, good proficiency. We were much gratified with the visit with which our State Superintendent favored us. We visited with him, each of the six schools here, and also both of those at the Head of the Tide. He was much gratified with their condition and prospects. We earnestly desired that a greater number of the parents would have listened to his very excellent remarks, which were designed for both parents and children. The best of teachers, while they labor for the benefit of children, feel very deeply the need of having the influence and coöperation of the parents. Let every parent think much of this. A very important means of securing good order in school, is to keep up a lively interest, both in the studies and in the recitations.

A school where all the pupils are animated and wide awake, with a glowing desire to improve, will usually have but few cases of insubordination. All teachers should cultivate the power of infusing life and enthusiasm into their schools. To assist them in doing this, parents, when they are properly interested, can do very much.

Levant.

M. C. Fernald, D. S. Fifield, Wm. Bachelder, *Committee.*

The schools in this town are represented by the Committee as generally successful, without marked peculiarities. Of the scholars in one district, they speak with commendation, thus:

The scholars in this district, evidently, have a great desire for improvement, or they never would be willing to be shut up in such a miserable, uninviting place as that which they now occupy for a school-house; and as the people of this district are in the habit of having public meetings for the discussion of questions for their mutual benefit and edification, we respectfully suggest the following topic to be discussed at their next regular meeting:

Resolved, That the school-house in this district (No. 7) is a nuisance, and ought to be abated.

They reprehend a custom introduced by another teacher:

We attempted to visit the school on the Wednesday afternoon before its close, but found the school not in session. We learned that the teacher was in the habit of dismissing his scholars Wednesday afternoon, after hearing a short lesson in reading; a practice which we should very much regret to see established in a country town like this.

Coöperation of several parties needed to the efficiency of the schools:

While we acknowledge the degree of improvement in our schools for the past year, we are also well aware that it has not been what it ought to be, and what, with the proper care of those entrusted it may be made to be. In order to the highest effi-

ciency of our schools, it is necessary that there should be a mutual and unreserved coöperation of the teacher, pupil, parent and committee.

Where there is a neglect of duty on the part of any of these, the sad effects are apparent in the district and in the school.

How are the schools to be made better?

In a word, the schools in town are to be made better and more efficient; not by any radical change in the school system, but by improving upon that which we have. By furnishing in some districts better houses, well supplied with black-boards, by supplying first class teachers, by manifesting sufficient interest in our schools, not only to visit them ourselves, but also to see that our children are regular and prompt in their attendance; by casting the weight of our influence on the side of sustaining worthy teachers, of maintaining good order, and the supremacy of school government. Let the youth who are destined to be at once the pride and the hope of our land, share the fullest advantages which our schools can afford; for in these we are to look for the development of that enlightened and loyal sentiment, which shall redeem and disenthrall our nation, and uprear new columns for the Temple of Liberty.

WINSLOW.

JOHN DINSMORE, *Chairman of Committee.*

Mr. Dinsmore was elected to complete the term of Mr. Garland, who was called, as Mr. D. says, "to nobler service in defense of our country." The Chairman discusses a few points with evident good sense:

The School-house. Persons travelling through a place, judge of it by its external appearance, and in like manner they judge of the interest manifested in the education of youth, by the appearance of the school houses. Will a good farmer make no improvements in his buildings, and modes of farming? Will he plow with the old straight beam and wooden mould board, and haul his hay on a sled, and go to mill with his grist in one end of the bag and a stone in the other for balance, because his great-grandfather did, and always got along well enough in the world? Now we have school-houses in town, that look as though they were erected soon after "Fort Halifax," and are about as well adapted to the purposes of modern education, as that fort would be for a means of defence in our present war. Some people are very much troubled about their money, where they can invest it and have it safe. I think the best investment would be in building good school-houses for the education of the rising generation. It would certainly pay a larger per cent. of profit to the town than any railroad stock in the State, and if it did not directly increase the value of real estate,—which I think it might,—it would largely increase the number of good citizens, which would add immensely to the value of the town. If I had the means, and desired to hand my name down to posterity as a public benefactor, I can think of no better and surer way of doing it, than by establishing good schools for the education of the youth. Our country needs more men of large and generous culture, and it is a noble work to train *men* for her, at this hour of her need.

The Study of History. And here let me observe that our schools do not attend

sufficiently to the study of history, especially the history of our own country. I have found only three schools where this is a branch of study, and not more than six or eight scholars in all of them, who attend to it. There is also a great failure in the study of grammar. Quite a number of large boys have never attended to it, and others are growing up who look upon it as a useless study. No person can be fitted for the discharge of any kind of business who has not some knowledge of grammar. Hence every young person of ordinary capacity should pursue this study, and should learn to write composition.

Good Discipline. The importance of good wholesome discipline in school, is not fully appreciated by all parents, I fear, or they would not be so ready to decide against the teacher, when their children are the subjects of it and make complaint at home. The education of the school-room is not all confined to books. Much is to be learned in respect to habits of neatness, good order, and obedience to law. Moral characters are to be formed in connection with mental discipline, and a vast responsibility rests upon the teacher in this respect, and he needs the hearty sympathy and coöperation of the parents. He who enjoys this to the highest degree is the most successful. Former supervisors have urged upon the agents, the duty of employing teachers having good qualifications, and I need not repeat the injunction. The importance of the duty must be obvious to every one. *Cheapness* should not come into competition with *fitness.*

Five Days in a Week. I have thought, however, of making this suggestion to agents, that they employ teachers only five days in a week, and have no school on Saturday, and perhaps pay them less. The advantage to our schools would be twofold. It would tend to increase the regularity of attendance, and make the classes more uniform in their progress. Parents often want their children to do some things which require their absence from school a day or half a day almost every week. Now if there is one day every week when there is to be no school, they can very easily arrange to have such work done on that day, and not take them out of school at all. So far as I have had observation, this plan has worked well where it has been adopted. Thus the teacher will have a rest one day in the week, and be invigorated by it, and the scholars study better.

Orrington.

Solomon Bolton, Henry B. Nickerson, *Committee.*

After brief notes upon the several schools, the Committee offer these general remarks:

Our schools, with a few exceptions, have been supplied with competent teachers. This reflects much credit upon district agents, for upon their selection of teachers largely depends the usefulness of our schools. It is for them to decide in a great measure, whether the money of the district, placed at their disposal, shall be turned to the best account or squandered. If we would see our schools prosper, we must have teachers who are able to keep as well as teach school. It is the teacher's prerogative to dictate, the scholars' to obey. Parents have much to do with determining the destiny of our schools. The sleigh ride, the dance, the evening party, and too frequent indulgence with the skates or sled, serve to divert the mind, and create a disrelish for the mental effort and restraint of the school room. The young natu-

rally cleave to these enjoyments, and it is for the parent to decide whether the term of school is the time for these indulgences.

Incidental comments upon individual schools:

This term was one of profit to the school. The course of instruction was thorough, and the teacher devoted to her labors. The progress made was commendable. But to curb the refractory spirit of scholars found in many of our winter schools, proves a task for which few females are competent.——An undue familiarity with the scholars prevented that wholesome discipline essential to the happiest results. Questions asked and assignments made by the teacher, were executed with promptness. But a discount must be made for particular preparation for examination.——The district was very fortunate in again securing the services of Miss W., who divided her time and talent, justly, among her numerous charge, giving to each a portion in due season.——The labors of the teacher in this school were attended with much profit, were satisfactory to your Committee, and met with the general approval of the district. By her gentle, untiring efforts she gained the affections of those under her care, and inspired them with a love for their books.——The teacher spent his time and energies for his school, and made his mark. Sickness prevented many from receiving the full benefit of the school. Those present at the examination evinced good and thorough instruction.——Order and quiet was maintained with apparently little effort. The scholars were inspired with a love for the school room and the benefit to be derived from the exercises thereof. The recitations proved that mental and moral discipline received the special care of the teacher.——This school at the commencement was orderly and quiet. But an outside prejudice, (which was ungrounded) preconceived by a few scholars, and fewer parents, much injured the usefulness of the school. The teacher labored on, regardless of the influence operating against him, thereby exalting himself in the estimation of the district. A few scholars, whose influence was productive of no good, voluntarily leaving, the last half of the term passed quietly.——The teacher well sustained her reputation gained in this school the previous term, devoting herself wholly to the welfare of her school, insisting upon perfect obedience, awakening a cheerful industry, which produced the most happy results. Her labors were appreciated by the parents, whose hopes were fully realized.

Machias.

George Walker, *Supervisor.*

Mr. Walker notices in the opening of his report, a happy improvement in the average attendance, as well as in the number of scholars registered,—justly remarking, that "the attendance at school, the regularity and punctuality, is the rule by which we may determine the interest our citizens take in the cause of education; it is also the measure of the benefit you derive from the money you expend."

He then introduces an important point in the management of the High School:

The High School has been kept but two terms the past year, in accordance with your vote. It may be well doubted whether there is much wisdom in the plan, and whether, after all, there is much economy in the money saved. It is true that the attendance upon the High School during the summer term, is not so large as during the other terms; but those that do attend, form the nucleus of the school; they get more advanced, they give character to the school, and serve as an example to inspire others to a just emulation. Besides, the Grammar and Intermediate schools are crowded, and there is no way of diminishing their numbers, but by promoting from the Grammar School to the High School, and if there is no High School for the summer term, these schools must remain crowded another term. A school cannot long remain a *High School*, that is open to scholars only twenty weeks out of fifty-two in the year. There is great danger that if the course of shortening the High School should be persisted in a long time, our school system would be essentially crippled. Scholars do not like to leave the Grammar School, if by so doing they lose one term of schooling each year.

The following point has not been suggested in any other report:

In the Primary schools there is a difficulty that parents might very easily remedy. I find in some of these schools some fifteen or twenty children four years old, that do not know their letters. These children of course, cannot study, they cannot improve themselves. The only chance they have for improvement is when they have the personal attention of the teacher. Three hours, or one hundred and eighty minutes, forenoon and afternoon, divided among but fifty scholars, gives to each but little more than three minutes each half day. This takes a long time to teach children to read and spell. Now if parents or older children, would devote fifteen or twenty minutes each day to teaching these little children their letters, and the rudiments of reading and spelling, they would do more to lessen the fatigue of teachers, than they could do in any other way. To this duty I would most earnestly call the attention of parents. See that your little children are put in a condition for study and self-improvement as soon as possible.

The following sad picture, or some other procuring cause, has provoked the people of Machias to good works. In beautiful contrast with the old house, we saw in October a fine new edifice, two stories high, nearly finished, neat and tasteful in all its arrangements. This town is now nearly unsurpassed in the school-house accommodations which it furnishes:

The growing wants of your town for more spacious and convenient school rooms cannot be longer deferred. One Primary school has been kept in the hall over the vestry; another in the old school house opposite Mr. Hemmenway's. Neither of these rooms are fit for children to be in. The vestry hall is a poor room, poorly furnished, poorly ventilated and poorly warmed, and to children, almost inaccessible; as you have to ascend to it by a long flight of winding stairs, where little children are in constant peril of life and limb. The school-house is an antique, rickety old building, worse than the vestry hall if possible; unlike the hall, however, it is rather too well ventilated, especially in cold weather. It sets up on blocking, the sills and

foundation are gone to decay and out of place, so that the floor is uneven and open. The plastering is dropped down, and if replaced, will not stay, as the building is open and leaky. Under these circumstances, you need and must have, a new school-house, with two school-rooms in it, suitable for a Primary School and an Intermediate School, and then take the Bell school-house for a Primary School.

AUBURN.

JOHN L. HAMMETT, *Supervisor.*

Mr. Hammett has not been idle. In visiting his twenty-one schools, he says:

During the year it has been necessary to make one hundred and fourteen visits to the several schools, occupying fifty-five days; to hold twelve examinations for the accommodation of thirty-five teachers, and to travel nearly five hundred miles. Besides these there have been a number of days spent in perfecting the grade of the schools.

He reports only two cases of insubordination, requiring the aid of the Supervisor in overcoming them. Why should there be *one*, in this day of better things?

Mr. D. labored hard in this school, and his success might have been complete, had all the scholars united in their efforts to improve; but while some studied diligently and profited by his instruction, others seemed to put forth every effort to perplex the teacher and destroy good government. Let those scholars remember that unless they change their course they will reap a poor harvest from such a sowing.

The Supervisor suggests a plan for the union of the academy and the district in organizing a proper high school. This plan has been carried into effect in Bath, Augusta, Cherryfield, Calais and elsewhere, and ought to be adopted in Auburn. Mr. H. says:

Here we have in the same district a grammar school with classes pursuing college studies, and an academy with classes which it will take a year to get through simple interest understandingly. This course compels the village to support two teachers, both qualified as college tutors—one in a private and the other in a public institution—and *both* of them spending half their time or more, in teaching branches belonging to the lower classes of a grammar school. These things ought not so to be; and now, at the request of some interested in both the Academy and public schools, I venture to make the following recommendation, viz.:

That the district obtain a special act from the Legislature, empowering them to unite with the Trustees in sustaining a high school, etc.

The Academy fund was bequeathed to that institution as a public good. There has been in time past, a necessity for that institution, and many are the young men who can fondly look back to it as their *alma mater;* but the time has passed away; —the progress of the age, and the prosperity of your village, alike demand that this should in *some* way be connected with your public schools; that the teacher who presides over this school should devote his time to the higher branches exclusively;

that scholars should only be permitted to enter on certificate of qualification—the town committee and academy directors forming the examining board.

When shall this evil be understood?

The scholars here have too much the notion that the greater the amount passed over, the greater their progress. This has led them to be too superficial in *all* their studies. If they had pursued the course of thorough review, recommended at the commencement of the term, their examination would have been much more satisfactory. And here let me add, that unless those scholars commence at the very first principles of all their studies and review them carefully, they will be sure to feel the need of it severely in less than twenty years.

Will East Auburn hear?

The stranger, as he approaches East Auburn, looks for a building worthy the name of a Temple of Science for so flourishing a village; but he looks in vain; he sees a noble church, a commodious hall and private residences, doing credit to the place; but the school-house, the place where food for the immortal mind is to be furnished, where principles of science, morals and religion are to be inculcated for generations to come, is an old dilapidated structure; enough of *itself* to kill out all interest and pride in the scholars there attending. Citizens of East Auburn, do not let another summer pass without erecting a neat and commodious school-house, and you will find that your scholars will take enough greater interest in their studies to more than repay the interest of the expenditure.

The boy that missed it:

One of the larger boys refused to obey the requirements of Miss Humphrey, using improper and unkind language. I was called to adjust the matter, and after giving the case a full hearing, gave the young man his choice, either to obey all the requirements of the teacher, and set a good example for the younger scholars, or else leave the school. He chose the latter. The school returned to its former good condition, and at its closing examination showed the good effects of the thorough, systematic teaching of Miss Humphrey, and we could not but feel sorry that any scholar had lost so profitable a term of schooling.

A good example commended:

Miss S. did well for this school, and the scholars showed by their diligence the interest they took in having a thorough education. Six scholars did not whisper during the term, and a number of others only once or twice. Let all the scholars in town adopt this as their rule of action, and it would not be long before we should find a higher order of schools and a better class of scholars.

A new discipline suggested:

At the commencement of the term there was not only a disposition, but a determination, on the part of some of the large unprincipled boys, to break up the school, but they found the wrong man at the helm to frighten away with their impudence. On being called in to devise the best means of securing good discipline at as early a day as possible, I tendered to Mr. Ludden the services of the village police, to lodge in Auburn jail, for trial before the proper authorities as disturbers of the peace, all

such scholars as from that day forth should manifest any tokens of willful disobedience, at the same time encouraging the scholars by setting before them a more excellent way,—to pass a resolution to the effect that they would try, for one month, to *assist* the teacher, by diligence and obedience, to have a school that should do credit to themselves and their teachers; and if on a month's trial the plan proved satisfactory, to continue it through the term, that their school might be a blessing to them. The week following the same resolution was unanimously adopted by the girls, and from that time the progress was most satisfactory. Notwithstanding one of the worst storms of the winter on examination day, there were over fifty scholars present, who acquitted themselves with great ability. Mr. L. should be continued in this school through the coming year. The work is just begun; the first principles are just ready to be left behind, and the scholars prepared to go on to perfection. Change teachers, and the work of the winter will be almost lost, and the same ground to go over again, with more than an even chance of much poorer success.

I am happy to notice the adoption of a plan suggested in my last annual report :

On examining our schools at the commencement of the year, we found some whole schools which were not able to tell when America was discovered, when the revolution commenced, what were some of the causes, how long it lasted, and by what nations it was carried on. We found the mass of our *teachers* sadly deficient in a knowledge of American history, and many of our older scholars could hardly tell the Constitution of the United States from the Revised Statutes of Massachusetts. It was evident that something needed to be done. To introduce history as a *study* into all our schools would be next to an impossibility. "Hard to commit," "want of time," and "treacherous memory in regard to dates," would all be brought up as objections to such a course; so after due consideration, and with the advice and consent of some of our best teachers, we recommend to all the first reading classes in town to adopt Quakenbos's History of the United States as a reading book, using their First Class Readers only occasionally for variety's sake. The result has been that one hundred and seventy-five of our best scholars have been reading, for three months, American History. The result of this reading, together with the questions naturally arising while passing over it, has been to awaken a general interest in that subject throughout the town, and now many of our schools will pass a very satisfactory examination in that too much neglected branch of New England education.

A severe remedy, but not a very improper one in extreme cases :

For the tax-payers of any town to provide means for the education of all the children in that town, and then in after years to be obliged to support as criminals or paupers some of those same grown-up children, in consequence of their ignorance, is an insult to community which ought to be remedied by a special provision of the law, which would send to the House of Correction or Reform School, all such scholars, unless permitted by the school officers to remain at home for good and sufficient reasons

Calais.

H. V. Dexter, I. J. Burgess, S. H. Keeler, *Committee.*

Calais is one of the towns in which an academy, poorly sustained of itself, has become a part of the district system of graded schools, with good results. The Committee say:

The Calais Academy, by an arrangement between the trustees and the district, is carried on by the latter as a high school, and receives all scholars from the district, who have reached the prescribed qualifications, together with such tuition scholars from beyond the district, as may from time to time apply. By this means, the district have the free use of the building, and one hundred and twenty dollars a year from the Academy funds. The plan has been found to work well, and the same advantages might be enjoyed by any or all the other districts in town, provided they should see fit to come into the arrangement. Scholars from all parts of the city would thus have an opportunity to study Navigation, Surveying, Book-keeping and ancient and modern languages, without the expense of tuition. Would it not be for the promotion of our educational interests for the city to carry on this school instead of the district, and thus make a general high school? The school has been taught by its former principal, W. J. Corthell, whose examinations always evince a high order of instruction, and thorough training on the part of the scholars.

The Grammar School has been under the instruction of Mr. J. M. Dyer, who has occupied that post for nearly twelve years, ever manifesting an earnest devotion to the interests of the school, and securing a measure of success of which any teacher may well be proud.

Absenteeism, and one of the remedies considered:

We have not given the statistics of all the districts, from the fact that all the registers have not been yet returned. But, enough has been produced, to show a wide contrast between the number of persons, whom the law makes scholars, and the amount actually registered in the schools; and also no small discrepancy between the number registered, and the average attendance. With these significant facts before our mind we cannot fail to see the culpable negligence of which many of the scholars and parents are guilty. Something must be done by the teachers to remedy the evil. We know of some, who, when scholars are absent, inquire into the cause, and even go to the homes of the scholars, for this purpose.

This course always has a good influence, and schools thus looked after, never fail to show a large average. But parents can do still more, by laboring to secure punctuality and regularity on the part of their children. And then, the question arises, whether the authorities might not do much, in many of the districts, by properly enforcing "the truant laws," which the State has wisely enacted. See Revised Statutes, School Law, Chap. XI, sec. 12, sec. 13, sec. 14.

With reference to school appropriations, the Committee can not but hope, the sum will be increased rather than diminished. The amount raised last year, exceeded, by only $127.40, what was actually required by law, and was but $1.57 for each inhabitant, between the ages of four and twenty-one. Cannot parents afford to tax themselves more than this for the maintenance of our free public schools? Many other towns and cities in our State do far better. There is one town in this county which

raised $1,290 more than required by law ! Others in this State exceed the requisite sum, by four, seven and eleven thousand dollars. Money expended for purposes of his kind always pays well in the end. Communities, liberal in school appropriations, become the most intelligent and prosperous.

Why should it be thought useless to urge this matter?

And if it would not be wholly useless, the Committee would urge upon the citizens the importance of more taste in the surroundings of our school buildings. Not only should every school-room be neat and pleasant, with chairs, tables, blackboards, maps, globes, and other furniture necessary for the wants of the pupils, but the grounds should also be cleared of hideous objects and made inviting to the eye. Who does not know that shade trees, gravel walks, and pleasant play grounds, all have a softening and refining influence upon the young. Wherever these objects have received proper attention, the children have become comparatively free from those destructive tendencies which characterize less cultivated communities. It is high time that the work were begun in earnest.

Springfield.

Osgood N. Bradbury, *Supervisor*.

Mr. Bradbury reports very fully the condition of each school. The following case of punctuality is worthy of being transferred:

I noticed one little girl, nine years of age, Abigail M. Norton, who was present every day during the session. And I am pleased with the opportunity of recording the fact, and placing her name on record before the town. She lost none of her school money by remaining away from school. I think it must be that her parents understand the importance of a good education.

An important principle is alluded to in the following notice of District No. 3:

This school has been under the direction of Rev. C. E. M. during the year, as heretofore. There have been three terms of the school during the year. We see in this school the advantages of a large school district, giving a large number of scholars, and consequently a large sum of money; and the advantages of paying a good price, and thus obtaining the services of a good teacher; also the advantages resulting to both school and teacher, of continuing the same teacher in the same school for more than one term.

The great deficiency again:

Parents have a more important duty to perform in this respect than many are aware. Considering the matter merely in a pecuniary point of view, it is certainly their duty to look after their money matters better than that. They would be denounced as criminally negligent by all the world, to be so wasteful of the dollars and cents, which if lost to-day or this year, might perhaps be made good again to-morrow, or the next year. But alas, when these privileges of an education for their children, are once wastefully frittered away, the golden hours can never more be made to come back to bless them with their presence.

A bad picture of school-houses :

You have become by long acquaintance altogether too familiar with their dirty, slovenly appearance—their loose, rickety windows—their rough, uneven, open floors —their places of *youthful torture*—their bruised and battered and perhaps hingeless and latchless doors—for me to awaken anything in your minds but feelings of the utmost respect and esteem for their dilapidated and venerable forms ! But nevertheless I have my opinion of this whole race of antiquarian fossils; and I only wish I had the power to reach the hearts of the fathers now present, and through them the hearts of the mothers at home, of all the little girls and boys, who are being, year after year, *tortured* in these *public pillories*.

Of teachers, he says :

A majority of our teachers are not what they ought to be. I was disappointed in many instances upon examination, in finding so great a want of knowledge of even our most common branches. But it would have appeared like arrogance in me to deny certificates to persons holding papers from preceptors of academies, as also from the school committees of perhaps three or four different towns, to the effect that they were well qualified to teach. My only course in such circumstances seemed to be, to defer to the opinion of those of more experience in such matters than myself.

But I believe our schools can never be brought where they ought to be until our school authorities, by refusing certificates, raise the standard of requirements for the responsible and important position of school teacher. This will tend to raise the wages of *good* teachers—and it will then *pay* to educate one's self for the position. This process will elevate and improve our schools generally. I hope this course may be followed to some extent, at least, hereafter.

Of morality and manners, he discourses :

This is a subject which should be considered by every agent when he engages a teacher. If a woman is unladylike in her deportment or conversation—if she is rude and unguarded in her speech, she ought not to be placed in charge of young children. If a man is uncouth in his manners—reckless and rough in his speech, he is not a suitable person to teach grace of manners to our scholars. Our children are always learning something at school, besides the lessons in their books, and how vitally important it becomes, that the guiding, directing hand, should be steady and firm, the head clear and cool, the heart sympathizing and warm, the manners pure and above reproach. I cannot believe there is any fatal necessity that our children should become morally polluted at the very fountains of science.

I believe that in this respect our schools compare favorably with those of other towns. I know there are a few exceptions to the general rule, and that we have a few—a very few—scholars in our town, who are rude and profane in their speech, uncouth and uncultivated in their manners, and whose presence is really an injury to the schools to which they belong. Why cannot *all* of the larger boys of our schools learn and practice that pleasant refinement of manners which distinguishes the gentleman from the uncultivated boor, and raises the young man, as well as the more advanced in years, in the scale of social life and refinement. What a *credit* it would be, and what a *benefit* to themselves individually, and how would our town gain by the change !

Brewer.

Joseph Holyoke, Josiah Hutchins, Geo. A. Snow, *Committee.*

This Committee do not indulge in any general comments upon school affairs, but report briefly upon the separate schools.

Why are children in many country districts in advance of those in some villages?

The teacher was earnest, and apparently interested in her work; and the school gave good evidence that her labors were well directed. There were scholars in that little school that were far in advance of many scholars of corresponding age in our village schools.

Drilling *versus* hearing of recitations:

The thoroughness and accuracy were the natural results, it is believed, of the method of teaching pursued. Classes were not called out for the sole purpose of hearing recitations, but they were thoroughly drilled, and oral instruction was freely imparted.

Discipline for tardiness and absence:

The attendance on this term throughout was good, being as large at the close as at the beginning, which has rarely occurred before. Much is believed to be due to the exertions of the teacher in this respect. Knowing that no true progress can be made where the attendance is inconstant, she made absence a matter of discipline, and light excuses for it were not accepted

The natural result of mutual sympathy:

This was every way a good school. All the recitations at the closing examination, were so well sustained that it is not necessary to specify. Mr. H. has the happy art of securing the hearty coöperation of his pupils and the mutual sympathy which existed between teacher and scholars, together with untiring labor on the part of all concerned, made it a very pleasant and profitable term.

Mr. G. has had the experience of many years in teaching, and with his energy, firmness and decision, together with the hearty coöperation of his scholars, the school was soon brought from confusion and strife to good order and discipline.

Albion.

Geo. H. Wilson, O. O. Crosby, W. C. Crosby, *Committee.*

From this very brief report we can make only brief extracts. The first makes mention of a case of improvement under difficulties.

The improvement was good; but if any one should see the house, we think they would wonder at it. All we can say about it is, we think it is a disgrace to any civilized community.

Letting a school "slide"—to its great disadvantage:

This school commenced with good interest, and so continued for about eight weeks;

but having so much ice, the fondness for skating rather got the ascendency, and the parents seeming willing to have it thus, the latter part of the school was not as profitable as otherwise it might have been.

Mount Desert.

E. E. Babson, *Supervisor.*

After briefly surveying the schools of his town, Mr. B. closes with a reference to one of the standing evils, thus:

Last year it was found by examining the teachers' registers, and comparing them with the agents' lists, that about one-sixth of the scholars who draw school-money, did not attend school at all; and that about one-fifth of the time of those who did go, was entirely lost by their being so irregular in their attendance. In this particular, I cannot see that the present year has been an improvement on the past. Who is to blame? Whose fault is it, that scholars are allowed to absent themselves from school—one, two, or three days in a week? Why are scholars allowed to disturb a school by going in at ten o'clock, or absenting themselves from recitation whenever they have a difficult task? The teaches's fault, do you say? It is a matter that the teacher cannot control.

Parents, would you have a profitable school? Would you have your children receive the greatest amount of benefit possible from your teacher's labors? Then awaken to your duty,—feel more interested in the welfare of both your teacher and scholars,—regard the success of the school as your children's gain, and its failure as their loss and yours. Do not try to put all the responsibility of having poor schools on teachers, agents, or the Supervisor. Send your children to school in season, and see that they do not play truant. Do not keep them out of school for any trivial cause, but coöperate with the teacher in maintaining good discipline, and promoting the usefulness of the school. Parents should influence their children to make a poor school better, and not allow their children to influence them to make a good school bad. When parents shall feel as much interest in the training of the youth in our land as they now do in matters of not half so much importance, we shall see our common schools rise to the position which they ought to occupy.

Note.—Further remarks of school officers will be found on later pages of this Report.

EXTREMES IN EDUCATION.

The statute makes it a part of the Superintendent's duty, to offer such "suggestions and recommendations" as he may think worthy of a place in his Annual Report. In examining schools, consulting with teachers and school officers, and otherwise noting the views and methods of education which obtain currency in the community, the tendency to run into *extremes of opinion and practice in school affairs*, is constantly brought to my attention.

It is no marvel, to be sure, that in this department of labor and thought, as in all others, men should fall into this error. The tendency to extremes has been common to all places and all times. One of England's famous poets, with painful truthfulness to his own experience, sung to his brother man: "Thou pendulum betwixt a smile and tear." So in every department of life,—not in the area of surging passions alone, but in every field of opinion and action, as well, men are found swinging from one extreme to the other, of life's manifold arcs of vibration. I know that some men seem to rejoice in this eternal oscillation; pleased, like children, to swing all day, no matter how far and high, apparently for the mere pleasure of the sensation. Others, more seriously claim that this perpetual vibration is a kind of moral necessity for keeping the great clock-work of life in motion. Let us rather, taking the needle for our guide,—whose vibrations, when disturbed, are always growing beautifully less,—endeavor to find the middle of the arc, and thus the pole-point of central truth.

In the Matter of School Government.

This tendency to extremes in educational affairs, may be noticed first in the matter of government. Educators, in the family and in the school alike, have differed very widely in regard to the kind of government most suitable to be exercised, and the means of enforcing it. We have the strict disciplinarians and the free-and-easy. For the straitest sect of the former class, we must look back

to an earlier generation. Children, in those days, were often held, not merely to obey the requirements of parents and teachers, but to do it with an exactness and rigidity of compliance, and with a severity of treatment for any failure, which rendered obedience but a hard and slavish duty. The parent or teacher became too often a mere tyrant in his little empire of trembling subjects. Without reason or reasonableness, he stood over them in the exercise of a cold and heartless domination, with apparently no higher motive than to maintain an austere mastery.

The means of enforcing this style of obedience corresponded with the spirit of the requirement. The rod, in some style of preparation, green from the nearest birch, or well-seasoned,—green-hide or horse-whip, ferule or shillalah, was at once the emblem of authority, and its most potent vindicator. At home, it hung over every mantel, and at school, graced every teacher's desk; and rarely did a day go by without giving to the father or teacher some occasion to show the strength of his good right arm. There were, moreover, certain barbarisms of this old-school regime,—such as standing on one leg, extending an arm, wearing a fool's cap on the head, or a gag in the mouth, or a split stick or quill upon the nose, —which need only be named to remind us of the austerities of those times which tried the poor children's souls.

From this extreme, there is no wonder that opinion and practice vibrated to the opposite. Men came to believe that children were restrained too closely and punished too severely, and by methods too harsh for reasonable and susceptible minds. Hence, the swing across the middle line of truth to the opposite error. So that now, we are oftener pained with the laxity and false tenderness of parents than with their undue severity. The same error very naturally finds its way into the school-room. The sentiment of the household soon demands admission, and finds place in the teacher's domain. The child who is uncontrolled at home, claims the same exemption at school. If he is bribed or coaxed by his mother, why should he yield to the wishes of his teacher, without a similar consideration? If allowed his own way when properly subject to the authority of parents, what propriety, he argues, in regarding the will of the teacher, whose authority is surely no greater? Thus, the prime principle of obedience is broken down at home and at school together, and parents and teachers alike become subject to the usurped authority of the child. This comes, in great measure,

from the assumption that children, as reasonable beings, creatures of sensibility and conscience, should be reached, in matters of discipline, only through these higher elements of their nature. Forgetting that children have corporeal natures, also, to be restrained and controlled, sometimes, by means appropriate to that department of their being,—if moral considerations fail, such parents appeal to certain lower appetites and selfish motives. The child is allured to obedience by promises of "something good." His mind is filled with visions of coming cakes and candies, or picture-books, or hand-sleds! What cheerful obedience is thus secured,—so long as the stock in trade lasts! With what alacrity the dear child hastens to obey his mother's requests, or to learn his lessons at school! "Charlie, dear," says a tender mother to her petted boy, who comes sulkily to the table, "will you have a piece of bread and butter?" "*No*," replies Charlie, "I want a piece of pie." "Charlie, dear, hadn't you better have your bread and butter first?" "No I won't, give me my pie now," is his imperious demand, and he gets what he clamors for. Charlie has conquered his mother; indeed, has made a long succession of such conquests, until he finds them very easy. Such a mother is to be both pitied and blamed; and the father more, who gently acquiesces in mother's management and Charlie's ruin; while the poor abused and patient teacher submits, as best she can, to his corresponding conduct at school. Whatever her theory may be, her practice must conform to that which has been inaugurated at home. The coaxing policy, commenced by the parent, must be pursued by the teacher, or there is trouble in the camp forthwith.

Now, between these extremes, in the government of children, there is a wholesome medium. On the one hand, I have no sympathy with the stern and rigorous authority, the domineering tyranny, which rules its subjects with brutal force; which forgets that children have sensibility and reason and conscience, to be developed by wise and skillful training. Nor, on the other hand, can I submit with patience to the milk-and-water theory which reckons all children as so many innocent creatures,—not lower than the angels,—needing only to be let alone to expand into full-fledged perfection. The true theory of management takes them as they are,—the unexpanded germs of common humanity, capable of growing into worthy citizens; having noble elements of character, with divine affinities, and aspirations for the true and good; and

at the same time, capable by wrong direction and untoward influences, of missing these lofty aims and utterly failing of life's great ends.

To train such powers to a wholesome development, requires at once the voice of persuasion and the hand of restraint; the faculty of alluring and the power to compel,—gentleness in the manner and firmness in the execution; a love for the child which overpasses the bounds of mere natural affection, and embraces in its purview that child's whole immortal career. Such authority appeals to all that is high and noble in the child's or pupil's nature, but none the less applies the hand of restraint and the rod of correction when better persuasives fails. It knows nothing of weak allurements, which even a child despises, but makes its firm and high demands in the name of truth and duty. It summons to promt obedience, with suitable penalties for willful failure, and makes no idle threats.

If such only was the spirit of the fathers,—fathers too often traduced and belied by a degenerate posterity,—I would to Heaven the children were *as* the fathers this very day.

I ask, then, that a dignified authority resume its place at the fireside, the table and the teacher's desk. Let that authority be tempered with gentleness and exercised with true greatness of heart. Thus will the family and the school together, be redeemed from a loose lawlessness on the one hand, and from the reign of tyranny and terror on the other. Obedience will become cheerful and prompt, and the relations between teacher and pupil, parent and child, will be the more delightful, as they are controlled most successfully by the combined influences of reason, affection, and the sense of right.

Reducing this general doctrine to the ordinary management of the school-room, I would require exact obedience in all things essential to the welfare of the school. I would be careful not to demand of pupils what would be at once difficult to perform and of little advantage to individual pupils or the whole school, *when* performed. While I would require great good order, and the utmost punctuality in every duty, I would avoid the sternness of military rule, and would abate somewhat that exactness of military order and movements in the school-room, which some teachers have advocated. The school wheels will run all the easier for a *little* play.

If we pass now from the department of *government* to that of *instruction*, we shall find the same tendency to extremes.

In the Department of Instruction.

Let us look first at the *matter* of instruction. Educators differ widely as to *what* shall be taught in the family and school. Some insist, for example, that all studies shall be *practical*; intending, by their use of that term, such studies as can be made directly available in the business of life. Others contend that the main object of study, whether in common school or college, is discipline of the mental powers.

The one class, like master Gradgrind—borrowing a neighbor's use of Dickens—would have only facts communicated in the instruction of the schools. "What I want," said he, "is facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root out every thing else. Stick to facts." Stick to *the practical*, says our extremist, of the one part. He quotes with great faith, the saying of one Agesilaus, king of Sparta, who, on being asked what a child should learn when young, replied, "those things which he will need to practice when he becomes old." Is any thing more reasonable than this, says our man of *practical* ideas. What needs a farmer to know about Algebra, or a physician about conic sections? Why should the village blacksmith, in embryo, study geography, since he will never expect to leave his forge; and what use of history to the children of the city alderman, who does not care to have them know who even their grandfather was? All studies beyond the demands of common business in common life, they would ignore as useless, and as for "college larning," they hold it in perfect abhorrence.

On the other hand, many educators, who have been trained in the higher schools, and who have become familiar with the idea that study in school or college is intended to sharpen the wits and train the powers for service in any field, stand too often, with one foot upon the classics and the other upon the mathematics, and swear by all that is great, that there is no other foundation of true learning; and that without these, all other knowledge is vain! The one party cries, "practical knowledge—useful learning—give us the facts." The other repeats the old triangular: "classics —mathematics—discipline!"

Gentlemen, the truth is between you. I wish for *my* son, both the discipline and the practical knowledge; and so far as may be,

I would secure them both, in one and the same series of studies. Let the useful branches be pursued with such exactness, the facts arranged with such care, and classified with such philosophical accuracy, that discipline and knowledge will come from their study at the same time. Let the facts of chemistry, for example, the mutual action and reaction and combination of elements, constantly going on in the world of atoms, furnish a fund of living interest to the young mind, while they tax and train the powers in deducing and committing their marvelous formulæ,—formulæ hardly less difficult to trace and remember, than those of Algebra. Thus, while our extremists quarrel over their several favorite courses, as *practical* on the one hand and *disciplinary* on the other, I doubt whether our children should pursue any branch of study, which does not give them, in its acquisition, *both* knowledge and discipline. At the same time, it is not necessary that every study should conduce to these two ends in an equal degree.

Again, there is a wide difference in public opinion upon the question of the solid and ornamental in education.

Farmer Jones takes his daughter to the Female Collegiate Institute and cautions the Principal against allowing her to pursue the "high-falutin" studies, as she will probably be only a farmer's wife, and wants only a *solid* education. Wise old gentleman! He has seen his neighbor Smith's daughters spoiled by a quarter's tuition in French and two quarters at the piano; semi-acquirements wholly useless, he thinks, when they return to the churn and the wash-board! He wishes Nancy's studies, therefore, to be confined to arithmetic, grammar and natural philosophy; not quite certain whether even the last named branch will do her any good. He has a particular aversion to Calisthenics, because of its reputed resemblance to dancing; and he wishes her musical training to be confined wholly to psalm tunes! Nancy is somewhat tried by her father's strict injunctions upon the Principal, since she has some little aspiration for a different style of accomplishments, and secretly resolves to learn what she can by looking on! But the old gentleman has hardly withdrawn from the office of the principal of the Female Collegiate Institute, when the Honorable John Stubbs is ushered in with Flora Matilda, his daughter, and her cousin Florence Angelica. He represents that their mothers had but few advantages fitting them for city society, and had resolved that their daughters should not suffer in the same

way. The young ladies had already a good knowledge of the multiplication table, and could read well enough, as they never would become teachers. Any knowledge of the sciences and mathematics would be wholly unappreciated in the higher circles of society in which they would move; and he desired them to pursue only the ornamental and fashionable branches. They would like to study the easier parts of English grammar, omitting the analysis and other difficulties. They would take lessons on the piano, if they could commence very soon with "pieces." They would also need a quarter in Italian to aid them in the *execution* of the splendid opera music, in which they were already quite proficient.

Was dancing taught at the *Female Collegiate Institute?* If not, they must go into the city twice a week, to continue their lessons, as they must not give up, even for a few weeks, so important a part of their education. Certain other matters of dress and etiquette he hoped the lady-principal of the Institute would attend to, with great care, as the young ladies were now finishing their education, preparatory to admission into the first society!

Now, wiser men than farmer Jones, have a similar leaning to the *solid branches* for their sons and daughters, and a similar dislike for everything that smacks of the superficial or artificial. And wiser men than the Honorable John Stubbs, have been seduced into the notion that a daughter's education was mainly serviceable as it should enable her to make a fair show in the flesh!

How much better the royal mean, which the king of Israel struck, when he prayed that his daughters might be as corner stones—polished after the similitude of a palace; combining in their persons and characters, the strength of polished marble, and its beauty as well. The education of our children in either direction, without due regard to the other, must produce distortion and deformity. Let us, then, endeavor to secure for them, an education which shall combine, so far as possible, both the solid and the ornamental. While we seek to lay the substantial foundation, let us not fear to erect the graceful superstructure. Let the broad and generous education which we advocate, include along with the best intellectual development, whatever may be attainable of esthetic culture. One is but the appropriate complement, the befitting counterpart of the other.

I find this tendency to extreme opinions and practice existing in regard to *the number of studies* which pupils may pursue with

profit in the same term. I frequently find children in the common schools, and even young men in the academy, attempting recitations in five or six branches, higher or lower, in the same day. This is sometimes done from a kind of supposed necessity; sometimes from the notion that it affords to the scholar an agreeable variety, and sometimes from the fancy which a boy may have, or his parents for him, that he would thus seem to be doing a large stroke of business! Far less frequently, we find scholars who wish to pursue but a single branch of study in one term. It is a favorite study, perhaps, or he may imagine that his progress will be more rapid if his attention is devoted exclusively to one branch. Admitting that either of these extremes may be adopted properly, in some unusual circumstances, it is hardly necessary to remind intelligent persons that, as a general principle, the true course lies between. Enough of variety to relieve the student, and not distract his attention, should be secured. Two or three branches, requiring any considerable study, are as many as ordinary pupils can pursue with profit in the same term. Some others may come in as occasional or incidental exercises, without damage. This matter would, without doubt, become sufficiently well regulated, if it could be left in the hands of judicious teachers. But many parents and children, run constantly into the extreme of too many studies at one time. Better, by far, have longer and more thorough lessons in a smaller number of branches.

But the subject has another aspect. Shall the children devote the whole period of their education, longer or shorter, to a few branches or to many? In regard to the fundamental branches there is less opportunity for a division of opinion. But as they pass to the higher branches, the question becomes more serious. For example, if they have two years for the study of the natural sciences, shall they attempt to survey all the departments of nature, or limit their attention to a few? If they have two years of solid time for the study of languages, shall they divide it between two or more different tongues or devote it all to one? If they have two or three years for esthetic training, shall they divide their time between drawing and painting, music and the higher arts of composition, or shall they ascertain their predominant aptitudes, and pursue some one of them, neglecting the other? It is said to be a peculiar trait of the Yankee mind, to desire to know a little of everything. Hence our danger of running into an extreme multi-

plicity of studies. The other extreme is seen in some students of special departments. They make some one language, or science, or department of a science even, a life study. It is very true that the position and duties of the ordinary American citizen seem to require for him a wide range of general knowledge. At the same time I doubt not that a higher discipline and a more effective knowledge would come from the more thorough pursuit of a smaller number of branches. Our education tends to the shallow and incomplete. We should encourage then a more exhaustive investigation of fewer departments of knowledge. No man, nor woman, nor child, can learn everything; and if thorough attainments rather than multifarious smatterings, could once become the rule and the fashion, this kind of knowledge would be far more gratifying to its possessor and more useful to the world than the wider range of shallow beginnings. This view of the subject applies of course, more especially to the higher schools and to private study.

There is still another aspect of the general subject, applicable to to the lower and to the higher schools alike. Supposing that our public schools, as an ordinary fact, have undertaken as many branches of instruction as they can profitably manage, and supposing that the kinds of instruction introduced into these schools are very nearly what the maturest wisdom would select, I am fully convinced that the attention given to some of them is extremely disproportioned to their value, as compared with others which receive an extreme neglect. But as this point was presented quite fully in my report of 1861, I will not dwell upon it here, longer than to say that the views there expressed have found a cordial response from teachers and school managers, in all parts of the State, as quite in accordance with their own most careful judgment.

In the Methods of Instruction.

From the *matter* of the instruction given in our school rooms, I pass to the methods of imparting it. And here I find the same tendency to extremes. In the first place I find a strong leaning in some minds to that which is old,—the old style and methods familiar to their boyhood. In other minds there is an equally unfortunate tendency to be satisfied with only the latest inventions in the art of education. I need not endeavor to prove that the truth lies between these extremes; requiring us to reject nothing, and to

accept nothing, because of its newness or its antiquity; but to receive all and only that which commends itself to our judgment, whether new or old. While asking for the old paths with a just reverence for the past, let us not mistake its hoary errors for gray-haired wisdom. And while we listen candidly to the claims of new discoverers, let us not catch too eagerly at every novelty that may cross our way.

In the practical instruction of the school-room, I would frequently introduce to the attention of pupils, something essentially new. I would present something fresh in matter or manner, to to stimulate their flagging interest, and to give them new views of truth. Why should not our pupils in school, as well as their older friends out of school, be gratified with occasional varieties and novelties? But I would not allow this desire for new things to interfere with the systematic pursuit of the old and established courses and methods, proved by long experience to be well suited to their end. The teacher who invents nothing new for the entertainment and instruction of his pupils, and he who devotes very much time to new discoveries and novel methods, are alike unwise.

This tendency to extremes is seen again, in the matter of analytic and formulary instruction. Arithmetic for example, was taught, only a generation since, by certain prescribed rules given in the old text books, such as Pike and Walsh and Welch, without the least hint that the learner *should* know or *could* know any reason for those rules. And there are persons of the old-school pattern of the present day, who believe that the *rule*, and the corresponding *practice*, are all that is necessary for the scholar to learn. What he will need in the business of life, say they, is the *definite rule*,—the sure method of reaching the result; a fig for "the why and the wherefore!"

The publication of Colburn's First Lessons introduced a new era in the study of arithmetic. Analysis took the place of formal rules. A great step was gained. But when Colburn's Sequel was published, and the whole system of arithmetic was proposed to be conducted upon the merely analytic plan, excluding all rules, then the opposite extreme was reached. We need, in this important branch of study, as in others, a thorough analysis of principles and processes, for discipline and instruction, and the convenient formula, or rule, for future use; a form of words clearly arranged and compactly stated, in which the principle just developed and

explained may be retained in memory and applied to practical purposes. Very naturally, therefore, there was a reaction from the methods of Colburn's Sequel, and a new style of text books in Arithmetic was introduced, combining the two methods. Thus the best wisdom of our practical educators has decisively settled the point, that while the analytic process is necessary, to unfold the principles of Arithmetic and the philosophy of its methods, it is convenient at the same time to embody the results of those analyses, in the briefest forms of expression, *as rules*. These rules, committed to memory, become the working tools of the scholar and the man of business, when the analytic processes by which they were reached, may have been wholly forgotten. Our *opinions*, then, in the matter of Arithmetic have settled, I think, quite near to the line of medial truth. The *practice*, in too many places, I fear, follows the rules rather than the analysis.

In the study of grammar we have an opposite error, in which analysis, as opposed to synthesis, or the composition of the language, receives the principal attention, while the composition is almost wholly neglected. Learning a language is much like learning watch-work. The apprentice would make but poor progress in learning his trade, if he were to spend all his time in taking watches to pieces. He must practice putting the parts together, as well as separating them. So in acquiring a knowledge of language, the pupil should give daily attention to the construction of sentences and paragraphs, as well as to the analysis or parsing of them.

Again, in this very study of grammar, the technical and the practical are often found at wide extremes; the mere forms of the science occupying the attention of classes, while its practical uses are wholly ignored. Many children in school are compelled to learn formularies of analysis and parsing, and rules of syntax, which they repeat with great readiness, and often apply very correctly at recitation, but which they fail to apply to their ordinary conversation, simply because the teacher does not assist them to see the connection between the grammar of the school book and the language of everyday life. Indeed, many of our teachers who pride themselves upon their knowledge of technical grammar, do not conduct a single recitation in "the art of speaking the English language correctly," without making half a score of blunders in the very exercise intended to teach the proprieties of speech.

With a knowledge of this fact, that the study of scientific grammar does not necessarily lead to a correct use of the language, some intelligent persons advocate the abandonment of the study as a science; and insist that grammar should be taught solely by right example on the part of teachers and parents, and by the correction of children's errors of speech, whenever noticed. Here again the truth lies in that better medium which combines the two methods; giving us the scientific principles of the language and their practical application together. It is true, however, as I have had occasion to urge elsewhere, that children in the family and the school should be instructed in the practical method, by "correction and example," long before they are able to comprehend the scientific principles on which that practice is based.

We notice again, in the manner of conducting recitations, the extremes of mere memorizing, without question or explanation, and that miserably loose method *without* method, which ignores memorizing as useless, but substitutes nothing better in its stead. The disadvantages of merely committing the words of a text-book to memory, and reciting them without any idea of their meaning, are sufficiently obvious. I am surprised and mortified to notice that so much of this style of reciting is still found in our schools. Teachers, apparently intelligent, allow a whole recitation to pass,—in geography, for instance,—the pupils repeating the memorized answers to formal questions, without deriving any well defined ideas of latitude or longitude, tropics or meridians, from the language they have committed. So of other lessons.

Then, in the other extreme, we have an avowed disbelief in the great value of memory in the process of education; and lessons are attempted on the principle of rejecting the words of an author and catching at the shadow of his ideas, to be embodied in the pupil's own language. As if young children, even when they fully comprehend the ideas of the lesson, could be expected to find better words and sentences than the author's, to express those ideas! And if they do *not* clearly understand the author, at the time of studying the lesson, the attempt to give an abstract of his his statements or to improve upon his language, will certainly become confusion "worse confounded." I have heard many such attempts at recitation, where scholars in their classes have made but a wretched jumbling together of the words of the text-book and their own poorer substitutes; while, according to my interpre-

tation, they had but a beggarly comprehension of either the author's language or their own. The teacher, perhaps, with a broader charity, would kindly suggest that they "probably had the idea, but did not know how to express it!" Better would it be for children to fix in their memories some "form of sound words," which might by and by become pregnant with living ideas, than to have no ideas now, and no language that *can ever cover an idea*. This is true, certainly, of all those definitions in grammar and geography, and those statements of philosophical laws and principles, found in the higher text-books. But I would not advocate this practice of committing rules or sentences without understanding them, when it can be avoided. While children are learning their lessons, if possible, let them be fully instructed in the meaning of the author; and, receiving the true idea, let them fix it in their memories in its appropriate form of expression. For the purpose of training the memory to larger capacity and accuracy, as well as for reasons before intimated, I would have children at school, learn a portion of their lessons in the exact words of the author; laying up his facts in their proper order, and embodying his principles in the best form of words for future use. With a different purpose—as an exercise in the analysis of thought, and the construction of language, I would have the pupils, as they advance in their mental training, attempt the statement of the author's ideas in other language, as much better and briefer than his own as they can command. And the different methods might well be employed upon different studies at the same time. Thus, I would avoid the extreme use of either method, and secure the advantages of both.

Allied to this subject, and liable to similar extremes of opinion and practice, is the matter of *simplicity and difficulty* in a child's studies. Take for illustration the exercise of reading. One's impression, in visiting almost any of our schools, is, that the pupils learning to read are nearly all too far advanced in the series of readers. This is very often true, but not always to the extent imagined. Children should not be compelled to continue reading in books which they have already well mastered. The school examiner condemning a pupil to remain in his old class, because the next higher book has some difficulties for him, should remember that a boy cannot learn to swim without going into the water. And sometimes, in fact, it helps him to get in where he can hardly

touch bottom. A little ungraceful struggling sometimes develops a skill and strength which wading in shallow ponds would not have brought out! A boy will never learn to read, certainly, if he is never put into lessons where he will find words and sentences which will need to be explained to him. This is the very work which the teacher is employed to do; to help the pupil in understanding the lesson, or surmounting the difficulty, which he could not overcome alone. But while the scholar is allowed to advance in the face of difficulties, let him be obliged to master them as he progresses; to go over every sentence and paragraph and page, until he can pronounce every word, understand every sentence, and give it the proper expression in reading. In this way only can he prevent his unconquered words from harassing him in the rear. If the difficulties before him are really too great for him to surmount, with reasonable aid from his teacher, he should wait until further drilling on easier fields has given him the skill and strength to advance successfully. If the child's studies are too simple and easily mastered, he will lack the proper stimulus to effort. If they are quite beyond his present reach, do not burden and perplex him with unavailing attempts, which will only dishearten and retard him.

Teachers, again, are liable to error in giving too much or too little aid to scholars, both at recitation and beyond the hour of reciting. An academic teacher once announced to his class in Algebra his purpose to give them no aid whatever in the entire term. He assigned as his reason for this course his desire to have them acquire the habit of thorough independence in study. No matter to what inferior motives the class ascribed his singular determination. This was doubtless far better than to have aided them at every step of minor difficulty. But the course which he adopted was an unwise extreme. The teacher becomes, in such a position, a mere hearer of lessons, not an instructor. I have oftener noticed the contrary extreme; the teacher assisting the pupil at every slight difficulty, when he should have left him to study longer upon it unaided. It is a difficult and delicate duty for a teacher to determine when to aid his pupil and when to refuse. His principal care should be to give him such assistance, when he gives him any, as will lead the pupil to a solution of the difficulty, rather than to solve it for him. The latter is oftener the easier course, but it is not the true teaching. In the sense

intended by a prime minister of England, in giving directions to the tutor of one of her princes, teachers should endeavor to make themselves *useless* to their pupils. In doing this, they will *so* help them as to make them independent of their aid in similar difficulties in future lessons.

In some branches of study the text-book can give only the prominent outlines of the science; leaving more or less of filling up and illustration to be done by the teacher, or to be drawn from other sources. Some teachers are prepared to do this. Others, unfortunately, hardly comprehend the contents of the book itself. Teachers of the latter class will be in no danger of aiding their pupils too much by imparting large additional knowledge. The former *may* fall into the error of attempting, in this way, more than is meet. In the first place they may consume too much of the time assigned for recitation, in this kind of supplementary lecturing. The subject in hand may be one of special interest to the teacher; as chemistry, or mental philosophy, or geology. His knowledge of these subjects is such that he finds pleasure in ranging beyond the contents of the text-book, and bringing in stores of facts and illustrations to instruct and entertain his class, while they, with a few hurried answers, escape the task of thorough recitation. Now while this may be, for the present, very pleasant to the teacher and pupils, it is not a wise use of time which belongs to the class for recitation proper. It is a loose and slip-shod substitute for a careful statement by the pupils themselves, of the well-arranged principles which the book contains. And since the pupils cannot expect to acquire an exhaustive knowledge of the science in their school course, it is better for them to become thoroughly familiar with its fundamental principles, and to acquire the power of stating them clearly and readily, than to receive, undigested and unarranged, a larger amount of miscellaneous facts from the lips of the teacher.

The same tendency to over-talk is often seen in the other exercises of the school-room. I have known in some schools, a great waste of words in diffuse and pointless lecturing; mere loose talk which makes no impression on the pupils save that of weariness or disgust. The teacher should not be dumb before his school, but should talk briefly, with point, and to the purpose. At his recitations, let his classes do the reciting, not himself. He may add a few pertinent illustrations, with much advantage. And in

the general exercises of his school he should not destroy the effect of his "remarks," by making them too often and too much at length.

The question is sometimes raised whether recitations should be conducted by topic, or by question and answer. Here, again, my doctrine requires me to say, not exclusively by either method. Older pupils, on some branches of study, may be properly required to give the whole surface of the lesson in paragraphic statements, without the aid of questions. But the teacher, in his turn, needs to draw out the pupil's knowledge of hidden points and related ideas; and of course the exercise then becomes one of question and answer. For younger scholars, in some branches, I believe, moreover, in *printed* questions or directions, to aid him in taking hold of the author's statements and putting the subject-matter of the lesson in form to be recited. Of course no wise teacher will rely upon printed questions to the exclusion of his own; and as fast as the capacities of pupils will warrant, he will train them to use the topical method.

The practice of reciting in concert is often carried to an unwise extreme. Individual members of the class, being thus relieved from the necessity of giving independent answers, will often evade the more difficult points, or rely upon those around them to help them through. Even in reading, it begets a style of movement and intonation, necessary to the concert exercise, perhaps, but injurious to the easy and natural expression which the child should acquire. Yet the practice of reading in concert need not be entirely abandoned, as some have maintained. For a few minutes' change, it may enliven a dull exercise, fix better the attention of the whole class, or encourage diffident pupils. There is some force, too, in the argument that each individual, in a class of eight or ten, will derive more advantage from answering all the questions put to the class, than any one of them could do, by answering but two or three questions in the whole time of reciting. This method of conducting recitations, however, should be allowed only as the exceptional practice, not as the general rule.

Much has been said, against a teacher's using a text-book in conducting his recitations. It is said that he should be so familiar with every chapter, paragraph and sentence of the author, that he can always guide and correct the pupil or class, without referring to his book. I remember an earnest declamation on this subject,

in which teachers who made any use of text-books with their classes, in time of recitation, were denounced in terms of strongest reprehension and ridicule. Now, admitting that a teacher should thoroughly understand all that the text-book contains, and a great deal beyond it, and that many teachers do make a very slavish and unworthy use of the text-book, it by no means follows that the book may not be used without abusing it. The teacher may not retain in mind the precise arrangement of every sentence and paragraph, in all the text-books used in his school, and he may not regard it necessary or wise to spend the requisite time to reëxamine before every lesson the pages of each author, merely to fix in mind the arrangement of topics or examples. You might as well demand that the preacher should commit to memory his hymns and Scripture readings, and the lawyer his authorities. This talk against books becomes even more ludicrous, when the assumption is made that teachers ought to know so much more than the books contain, that he who leans at all upon the text-book as authority, must be an ignoramus. There is such a thing as being, in the proverbial sense, "wise above what is written," without knowing, after all, so much more than the authors themselves! Then let the teacher make a judicious use of his text-books, in recitation and out of it; and smile at those whose affected independence, after all, may be more in seeming than in fact.

In other Things.

There are several special topics, just now attracting the attention of educators and the public, which will expose us to the dangers of extreme opinions and unwise practice. One of these is the subject of *physical training* in the school-room, or school gymnastics. As teachers and parents, we have certainly been occupying the extreme of gross neglect. We have forced the intellectual culture, or rather the mental *cramming* of our children, and left the physical form to become distorted, and the general system to be undeveloped. We have compelled our pupils to breathe the foul air of unventilated school-rooms, while we have pressed their heated brains to double tasks. We have sacrificed our children's health, too often, to a vain show of intellectual attainments. Parents have too willingly allowed their daughters to run the terrible risk of prematurely failing in the race of life, by overburdening them at the outset of their career, with intellectual tasks too

severe for delicate organizations. From whatever motive of childish ambition, or parental pride, or supposed economy of time, this is all wrong. It is very true, then, that every teacher should be charged with the responsibility of guarding his pupils against this neglect of their physical health. But on the other hand, there is a liability to an opposite extreme. Too much time may be given in the school-room to gymnastic amusements; especially where children have much out-of-door exercise, in work or play; and require a good deal more mental than physical gymnastics. I would introduce in every school-room, some simple system of physical motions, with music if possible, and allow it to come in as a relief from study, two or three times a day. If a touch of the military is included, no matter. An improvement in position, movement and manly bearing, may in this way, be often secured to children otherwise careless, shuffling and lounging. With some simple exercises, such as I have indicated, let not parents be displeased. It can do no possible harm.

Essentially, the same view may be taken of object lessons, upon which I have remarked briefly in former reports. It is certainly true that young children's minds cannot be rapidly and naturally developed by the methods of abstract instruction, once so exclusively in vogue in the school-room. Their powers of observation need first to be trained to the careful study of objects around them; learning their qualities and their uses. This, in fact, is what they are ever doing, in certain undirected methods, outside of the school-room, and inside as well. Let the teacher, then, take in hand the training of these observing faculties; and by occupying them *legitimately* with something to gratify the eye, the ear, the touch, and the general curiosity, let him harness these powers and ply them in the direction of school order and progress, instead of finding them constantly in conflict with the school-room regulations. This can be well done, of course, only in schools which are graded to the capacity of such children.

In miscellaneous schools, there may be danger of attempting more in this way than can be successfully carried out. And there is the further danger in all circumstances, of underestimating the child's power of grasping abstract truths: or of so delaying his attempts in that direction, that he will too long need the simplifying and objective processes of mental training. Let children be set

upon the work of grappling with abstract principles as early as may be, *along with* their objective training.

The subject of professional schools for teachers, may also occupy in the public mind, an extremely high or an extremely low regard. Fully convinced, as I am, of the importance of normal training for our teachers, and anxious as I am that the facilities of this kind, in our own State, should be made of the most complete and satisfactory character, I feel the propriety of cautioning some sanguine friends, that with the confessed advantages of such institutions, they will not prove a royal road to learning the great art of teaching. I make no doubt that the practical result of their operation here, as elsewhere, will disappoint those who now expect no benfit from them; and it may equally disappoint the few who stand at the opposite extreme.

Other points might be introduced to illustrate this tendency to extreme opinions in educational affairs, but I forbear to occupy more time with a single theme. I cannot leave it, however, without expressing a sympathy with the extreme of enthusiasm which carries people, sometimes, "too fast and too far," rather than with that of conservatism, falsely so called,—which stands with its face to the past, struggling against the tide of progress which would bear it onward. Even a *hobby*, running away with its rider, is a less ludicrous picture than the "slow coach," lumbering along the dusty highway, the driver and passengers together, apparently indifferent whether they reach their journey's end at sunset or midnight. The spirit of the age is bearing us "onward." With the wise precaution and the homely phrase of the rough old Texan, let us "be sure we're right, then go ahead!"

A BROADER INTELLIGENCE.

The studies of our common schools are necessarily limited in their range. They must be restricted, especially in the miscellaneous country schools, to what are called the common branches, with an occasional class in some "higher" study. How then shall our young people obtain that broader, general intelligence, which becomes them as the prospective citizens of this noble State, and this Great Republic? The knowledge sometimes spoken of as one of the foundations of our free institutions, does not consist in an acquaintance with arithmetic, and geography and reading. These, to be sure, are very important means to the higher end; and must be secured as the basis of further attainments. John Bright, one of the master spirits of English progress, who has long been taking lessons of our own institutions, says in a recent speech on American affairs: "Then Europe and England may learn that an *instructed democracy* is the surest foundation of government, and that *education* and *freedom* are the only sources of true greatness and true happiness among any people."

To secure this "instructed democracy," and the generous "*education*," which he wisely reckons one of the "sources of true greatness and true happiness among any people," we must extend and multiply the school-room beginnings many fold.

It is no doubt the duty of the teacher to lead his pupils beyond the range of mere text-books and recitations, and to kindle within them aspirations for broader and fuller knowledge of our own affairs as a nation,—our earlier history and our later progress. But this general knowledge cannot be obtained in any large measure within the walls of the district school-house. How then? Let the careful reading of a good family newspaper, be encouraged *at home*. Our young men and women should be storing up the important facts of our own history as it is *making* around us. But this is only local and temporary, however important.

They should read the standard authors in history, biography and literature of the past and present. But as only a few families have the means at hand, in suitably furnished libraries, it becomes obvi-

ous that town or district libraries should be provided for this purpose. The statute provides,—sec. 34, School Law,—that "a district may appropriate, not exceeding one tenth of its school money for any year, to purchase a school library and apparatus for the use of the schools therein, and make proper rules for the preservation and management thereof. Adjacent districts may, by a vote of each, unite for the purpose aforesaid."

I regret that so little has been done, under the provisions of this act, to establish libraries in our school districts. I am well aware that books are liable to be abused and lost, in the circulation for which they are intended. But with proper regulations for their care, strictly enforced, there need be no loss at all commensurate with the value of such a library. Let the books be *carefully selected.* History, biography, travels, and a certain class of moral, high-toned stories for the young, should constitute the chief portion of the books in such a library. Some books of a different character, suited to the reading of older persons in the district, may be very well included. But it should be borne in mind that books having an especial attraction for the young, should compose the larger part of the district library.

In the multiplicity of other topics to which I have called attention in my former reports, and in my talks with the people of the State, I have neglected to give to this subject the prominence which it justly claims.

Books for the teacher's particular use, and general works on education, suited to the reading of parents, might be very well included in the catalogue. A list of such books was given in my last report; and I have been happy to learn that it has furnished a guide to many teachers in replenishing their stock of professional reading.

In the Appendix to this Report, may be found a catalogue of books suitable for district libraries, with the names of publishers whom agents may address for terms of supply. I shall rejoice to record a new impulse in this department of the great educational work. A small beginning in any district may lead to great and substantial results. In addition to the few dollars of school money which the district is authorized to appropriate, donations would often be made by friends, at home and abroad; and scholars themselves would find means of contributing something for this purpose.

I may here add, without impropriety, that the educational jour-

nal of our State, edited in part by leading teachers, and conducted by the Superintendent, ought to be in the hands of every teacher and school officer. Besides the methods of teaching and school government, and other information useful to teachers, it contains each year the school laws of the previous session, and sundry explanations of other laws, touching the duties of school officers and teachers, which can in no other convenient way reach those for whose benefit they are made. Districts are already warranted by the existing law on the subject of "Library and Apparatus," to authorize their agents to subscribe for such a work, and pay for it from the school money; but I recommend the passage of a special act directing this journal to be sent to every school agent and committee in the State.

INSTITUTES AND ASSOCIATIONS.

The experience of our own teachers and of educators in other States has demonstrated the great utility of educational conventions, whether of the more formal kind, sustained by State appropriations and conducted by paid lecturers,—or those voluntary associations of teachers in County or State, in which they are themselves the principal managers and instructors.

Within the last year, the State Teachers' Association has held two sessions, one at Augusta in January, the other at Bath in November. Both these meetings were profitable to the teachers and others in attendance, and exercised a measure of influence, it is believed, in advancing the interests of education. Valuable truths were elicited by the papers read and discussions called forth, and new impulses given to the great work in which teachers of the State are engaged. But these associations reach only a small part of the whole number of our public school teachers.

One association, at least, should be organized in every county. I am happy to state that the teachers of Somerset County have excelled all others in this respect. They have sustained a county association with a good deal of vigor for the last four years; generally holding at least two sessions annually, with the happiest

results. But in most counties it has been found difficult to sustain these meetings, and pay all the expenses from pockets never supposed to be over-burdened. I do not hesitate therefore to recommend that a small appropriation be made from the State Treasury, to aid in conducting a series of association-institutes, which may combine the features and the advantages of the two organizations. I estimate that fifty dollars for each county, with the voluntary aid which could be obtained from teachers and other gentlemen in the vicinity, would secure the means of conducting the exercises of such an association during one week, to the great advantage of the teachers and schools in the several counties.

QUESTIONS AND REPLIES.

During the last year, as heretofore, many letters have been addressed to the Superintendent, asking for interpretations of school laws, advice in cases of difficulty, and information upon school matters generally. Many of these points are involved in cases already presented in former reports. A few of them may be properly embodied in this Report. The following correspondence will introduce a topic which requires further treatment at the hands of the Legislature:

"DAMARISCOTTA, *December* 1, 1863.

To the Superintendent of Common Schools;

DEAR SIR:— We would respectfully call your attention to one of the amendments to the School Law, made by the Legislature winter before last, which reads as follows: * * * 'And it shall be the duty of superintending school committees to select a uniform system of text-books, to be used in the town, due notice of which selection shall be given, and any text-books herafter introduced into the schools of any town, shall not be changed for five years from the date of its introduction, unless by vote of the town.'

Now, in what way, and to whom shall said 'due notice' be given?

Does the 'notice' authorize a book to be used for five years; or

does the fact that any text-book is admitted into the schools, under the sanction of the committee, bind it for that length of time?

Does the same principle apply to the 'selection' made by the committee, that applies to books 'hereafter introduced?'

What should be done in cases where a text-book has already been in use for two or three years, and the committee do not feel authorized to make a change now, and do not wish to compel the town to use it for the next five years?

The law in question appears to us a little obscure. Will you please to inform us upon these points, and oblige

Yours, very respectfully,

W. H. EVANS, ARTHUR CHAPMAN,

School Committee of Damariscotta."

REPLY.

"GORHAM, *December* 2, 1863.

GENTLEMEN: In answer to yours of yesterday, allow me to say that the section of the statute, to which you refer, was introduced as an amendment on the passage of a bill, and without previous recommendation by the Committee on Education. Hence the obscurity, which would doubtless have been avoided, had the clause been more carefully considered.

In answering your first question, allow me to say, that by 'due notice,' is doubtless intended such notice as will, in all probability, reach in season the parties concerned, viz.: parents, the school-children, and the teacher. In some towns, a notice posted upon the school-house door, four weeks before the commencement of the school, might be regarded as 'due notice.' In a town like yours, a printed list of the books authorized should be sent to all the families in town, or published conspicuously in the local papers.

2. In answering your second question, I will say, that 'the sanction of the committee' for the introduction of any book or books, must be accompanied by the 'due notice,' to make the transaction legal and complete.

3. The author of the amendment in question, may have *intended* that the whole list of books selected by the committee, and duly advertised, should remain unchanged during the period of five years, or until the town should authorize a change. But such is not the language of the article. Governed by the natural interpretation of

the expression 'any text-book hereafter introduced,' we should decide that books, previously in use, are not necessarily included in that provision of the law.

4. Thus the answer to your fourth question becomes easy. Use the old book as long as you please, and then supply its place with another.

Advice.—Do not be in haste to make any change in your school-books, in the fear that those now in use will be fastened upon you by your neglect to make the change *now*. And when you *do* make a change, be careful and make a wise selection; so that, if this *Law* is not soon changed for a higher and better one, the five years may not be too long a time for the profitable use of the new book in your schools.

Very respectfully yours,

EDW. P. WESTON.

To Messrs. W. H. EVANS and ARTHUR CHAPMAN."

I am aware that one point in the foregoing interpretation may not prove satisfactory to all parties; especially to publishers of books which have been a long time in use, and who regard them as secured by this law for a term of five years more.

I recommend that the plan detailed in my Report for 1861, be substituted instead of that which was adopted; and this failing, that such amendment be made to the act referred to, as shall render the duties of the committees under it, less liable to misinterpretation.

LETTER FROM AN AFFLICTED TEACHER.

"M——, *June* 23, 1863.

MR. WESTON:—As a teacher of the common schools in Maine, I beg for information on the following subjects:

Does the *teacher* have charge of the children from the time they start in the morning till they reach home at night?

If they quarrel on the way to and from school, and persuasion fails, who shall correct them, teacher or parents?

Suppose they—the little ones,—by permission of parents, get dismissed half an hour before the close of the school, who *then* shall have authority over them on their way home? Will the case be any different from what it would be, if they staid till 4 o'clock?

For myself and several other afflicted ones, I ask. We want to know our duty, and then are willing to do it.

Very respectfully."

ANSWER.

"These questions involve one of the most important and difficult points in school management. The law of the State, that is the Statute Law, throws no light on the subject. Indeed the Statute does not so much as define the length of the school day; so that by *that law* the teacher does not know when 'his day is done.' Many such matters are decided by general usage, or special agreement, or the order of the agent or committee having jurisdiction in the premises. The principles of the 'Common Law,'—and the decisions of the courts upon special cases tried before them, constitute our guide in such matters.

One of the oldest and best established principles of the common law, is, that the teacher stands *in loco parentis*, and for the time being is invested with the parent's authority. Thus while the child is in school, he is lawfully under the teacher's control, and is not subject to any petty interference of parents. Here, as elsewhere, however, the courts, interpreting the common law, are governed by what seems *reasonable* in the circumstances. A parent, for good reason, would doubtless be justified in requiring the child to leave the school-room even against the orders of the teacher, and the courts are competent to decide between them. This point, however, the nature of the teacher's authority *in the school-room*, not being raised by our 'afflicted' friend, we pass to the point of greater difficulty; viz., *Does the teacher's authority extend beyond the school-room, and if so, how far?* Here, too, the principle of *reasonableness* is to be consulted. Is it not reasonable that the teacher should interest himself for the welfare of his pupils when they are outside the school-room? When they are in the neighborhood of the school-room, coming or going, or playing around the door at recess, or within a reasonable distance of the school-room, at any other time or place, does not the parent *expect* and *desire* that the teacher should have a watchful care over the child? Is it not a reasonable expectation? And if it is reasonable that the teacher should exercise such a supervision of the children, in behalf of the parents, is there not a reasonableness, nay, even a *necessity* that the teacher be invested with *authority* to the same extent? And if authority is given to him to *take care* of the children, so far as he can, even when beyond the school premises, then he must have authority to restrain and punish, if need be. In a word, while a teacher, guided by his own sense of duty and a regard to the wishes of the parents, seeks to exercise the widest and kindest

control over his pupils, he must be invested with a corresponding power to enforce that control.

But our questioner asks whether the teacher has rightful charge of the children 'from *the time they start*, until they *reach home*.' Let us apply the principle of reasonableness again. The parent is not less interested in the care of the child than is the teacher, and must be supposed to know more of the child's conduct *when near home*, than the teacher can know. When, therefore the child comes within the presence, or near to the premises of the parent, he naturally passes *from* the control of the teacher *to* that of the parent.

But again, there may be more or less of the way, in which the child is under the immediate eye of neither parent nor teacher. What then? Is there such a thing as a *joint* interest and a *joint control*, a control not confined to one party or the other? This seems to be the reasonable understanding. As must be the case with the father and mother in the management of their children in the family, so as between teacher and parent, there may be a joint jurisdiction.

Either party or both may, with propriety, watch over, restrain or punish the pupil, as the nature of the case may demand. It is not always clear in which party the major authority resides. But if one party has taken the matter in hand for investigation or discipline, the other party may wisely coöperate, or may, perhaps more wisely, leave the management of the case in the first hands. To *interfere*, except for the clearest good reasons, is a very unwise and impolitic course. Thus the second question is answered. *Either* the teacher or the parent may administer the necessary correction; and both may do it if they judge it necessary.

In answering the last question, we may say in general terms, that the case is the same, whether the pupil remains until the close of the school, or is dismised by permission of the parents. But since it is ordinarily expected, or implied, that a dismissed pupil will go directly to the house of his parents, or to some other place to which he is sent by them, any delay or misconduct by the way, is more blameworthy for that reason, and should be more carefully investigated by the teacher. Thus the responsibility and authority of the teacher, seems a shade *fuller* than it might otherwise be.

But our friend, the good lady who has propounded these ques-

tions, may still be at a loss to know how to divide her authority with that of parents in her district, — or how to hold it in concurrence with them. Perhaps the spirit of *concurrence* is not apparent among the people for whose children she labors with so much pains. The disposition to oppose and find fault with the teacher is too often manifested. We advise teachers to leave to parental management all cases of misdemeanor not so affecting the character of the school, its discipline, or its progress in study, that the teacher is compelled, by every principle of propriety, to take cognizance of it. Profanity, personal injury done to a school-mate, tardiness, or any other misbehavior outside the school-room, which has a direct influence within the school-room or upon the pupils, should be investigated and adjusted by the teacher. If a pupil, on his way home, should enter an orchard and steal from its owner, or should commit any other criminal offense, it would be better to leave the case in the hands of parental or municipal authority. At the same time the teacher would have a moral duty to discharge.

Other cases will require the exercise of a cool and careful judgment or good common sense, which is often a better guide than any common law. The positions taken in the above reply, we believe are strictly in accordance with the decisions of the courts."

The subject of the following correspondence is one of delicacy as well as of difficulty, but none the less important on that account. The letter was received in early summer. It is thought best to present it without the writer's name:

"DEAR SIR: — I write you about a matter which may appear to you a small one; and yet it is a matter of much importance to us.

In determining whom to admit and whom to reject as instructors in our schools, political preferences have been laid aside. But when a teacher enters the school-room, wearing a "copperhead" as a badge; and when that teacher shrouds that breast-pin in black, on learning of the death of the traitor Jackson; the question arises whether such a course of conduct ought to be tolerated.

Our friends are sacrificing their lives to save their country; and here is a *she-cesh* teacher in full sympathy with the rebellion. Can such a teacher comply with that section of the statute which requires all instructors of youth "to impress on the minds of those committed to their care, the principles of humanity, justice, love of country," &c., while she is mourning the death of traitors. Ought

such bare-faced impudence and treachery to be allowed for a moment? Please answer, and oblige, &c."

REPLY.

"MY DEAR SIR: — I do not wonder that you are quite indignant, as your letter indicates on the face of it, that a 'school mistress' charged with the responsibilities of her high vocation, should condescend to exhibit such a spirit before her pupils, many of whom, it is to be presumed, belong to patriotic families.

You do well, of course, to avoid any *partizan* preferences in the selection of teachers. Democrats and Republicans alike, are interested in the success of our schools; and ought to be anxious alike for the progress of our children in study. And while all are assessed alike for the support of the schools, there is every reason why the party at any time dominant in town or state, should share all municipal responsibilities and priviliges, fairly and equally with their neighbors of the opposite political persuasion. Party politics should be *wholly ignored* in school affairs. I regret that the choice of school officers should be governed at all by such considerations.

You will exercise great care, therefore, lest any action which you may take may seem to be dictated by partizan feelings. But the case to which you refer in your letter, is not one of a merely partizan character. Such deportment on the part of the teacher is an outrage on the feelings of all patriotic citizens, and is worthy of attention on your part.

The wearing of a copper badge, to be sure, the head of 'Liberty' from an old cent, need not be offensive in itself. I should let such a taste work itself out uninterrupted. But if the teacher in question expresses her sympathy for the person and course of a dead rebel; and takes pains to *show* that she prefers the success of our enemy rather than that of our country; I must answer your question in the negative;—she can *not* discharge the duty required of her by the statute to which you refer:—and your duty in the premises appears plain. After freely conversing with her, and giving her a full opportunity to explain the conduct charged against her, if it shall prove true that she has thus outraged the loyal sentiments of the citizens for whose benefit she was employed let her services be discontinued as unprofitable. We cannot afford to be taxed for the support of southern teachers in northern schools. If in the largeness of our liberality we allow all persons

to cherish such sentiments as they will, and yield to them the largest liberty of speech; let it be understood that we cannot suffer our children to be poisoned with disloyal sentiments at our own expense. The loyal community have some rights which we are bound to respect, as well as those who adorn themselves with copper breast-pins and mourn when traitors fall victims to their own folly. Let your course be governed by the matured convictions of your own judgment, under the guidance of that "justice and patriotism," which you are under solemn obligation to have taught in the schools within your jurisdiction, and no one can rightfully complain."

Another Case.

The clerk of a school district in Hancock County, asked whether an agent who has removed his legal residence from a district, has a right to perform the duties of agent any longer therein; and whether a new agent, if chosen, is bound to recognize the engagement made by the former agent, before leaving the district, with a teacher for the winter school, and whether said teacher could sustain a claim against the district for damages, if not allowed to keep the school. The following is the substance of the answer given:

The agent's authority to act, as such, closes when he is no longer a citizen of the district; but his engagement with the teacher, being virtually the engagement of the *district*, through him, as *their agent*, is valid and binding; and any failure of the district to fulfill their part of the contract, would give to the teacher a claim for damages.

Many other points of more or less difficulty are raised every month; and I beg to suggest to the Legislature the need of two things; first, the revision of the School Statutes, for the purpose of altering some points and making others plain; and secondly, the preparation of a digest of decisions of the courts, upon questions concerning school affairs; the whole, when completed, to be put in a proper form for circulation among the people of the State.

VOICE OF THE TOWNS.

PART SECOND.

The space originally reserved for extracts from the town reports, when the printing of the several parts of this report was commenced, proving quite too small, we here resume what was suspended on the ninety-sixth page. We are compelled to extract briefly, and to condense rigorously. Our friends, the town officers, will please see the necessity of compressing their better thoughts into briefer paragraphs.

Bath.

Samuel F. Dike, *Chairman of Committee.*

The Chairman claims for his report of this year the merit of brevity. Most of his comments are of local application. The schools of Bath are among the very best in the State, in the thoroughness of the grading, and the efficiency of the instruction.

Mr. Dike concludes his report with the following statement:

It affords us pleasure to be able to state to our fellow citizens, that the condition of our public schools is quite as good as at any former period. The schools have nearly all become thoroughly graded, and the pupils can much more readily find their true positions and rank. The older pupils are thus made, to some extent, judges of their own ability to enter and continue in a certain class. It is true that parents are sometimes dissatisfied with the classification or rank of their children. If the children fail to maintain a high rank from lack of application, the remedy is in their own hands. If they fail for want of knowledge and ability, it is unreasonable on the part of parents to attempt to put their children into classes higher than their qualifications and abilities will warrant. It is not profitable to the children; it is injurious to their health, and it often operates to great discouragement, and prevents them ever attaining that rank in their classes which they otherwise would attain.

It is true that not all children can stand equally high in their classes. They have different capacities given to them. But all who are diligent and faithful can stand well; and such deserve and will receive the reward which will sooner or later follow all well doing. If parents were more ambitious of goodness, faithfulness, diligence and other similar qualities in their children, than of the highest rank or position, it would be far more conducive to their own happiness and to the future welfare of their children.

An excellent feature of the Bath report, not noticed elsewhere,

is the incorporation of several sub-reports of teachers with that of the Supervisor. Mr. Dunton, Principal of the High School says:

The scholars of the High School, have generally labored successfully the past year. Their deportment has, also, with a few exceptions been satisfactory. Corporal punishment has not been resorted to, I believe, in a single instance, during the year. This has been owing to no relaxation in discipline, and to no scruples, on my part, in regard to inflicting corporal punishment, but simply to the fact that in my opinion there has been no necessity for it.

When we remember that the course of studies in this school, covers a space of four years, and that no pupil is entitled to a diploma who has failed to pass a satisfactory examination on a single study of any one term, we must admit that these graduates have done nobly. And yet it is to be deeply regretted that the class is not larger. It is a benefit to remain in the school and receive its instruction and discipline for one or two years; but it is a much greater benefit to reap the advantages of the entire course. What is the paltry sum that a boy can earn in two years, compared with the mental discipline and power derived from the completion of such a course of study, as that prescribed for this High School? What legacy can a parent bequeath to his children to be compared in value to education? And when will parents learn to value knowledge above money?

Messrs. Graves and Ham also present gratifying statements of the condition of their grammar schools; the per centage of attendance in Mr. Ham's school, for the year, reaching 94.7, and that in Mr. Graves's 96.5.

These admirable results come from the vigorous and persistent efforts of earnest and faithful teachers, and a Supervisor who understands his work.

Shapleigh.

Alfred Hull, E. W. Bodwell, *Committee.*

The Committee of this town report each district with care, giving as the result of their examinations, an encouraging statement of their condition, and conclude with the following appeal for coöperation.

While your Committee are fully sensible of the responsibilities devolving upon them, they feel that they have a right to call for the cooperation of school agents and parents, in this great work. And as we have very good teachers in this town, who have taken great pains to qualify themselves for teaching, and as the schools are more successful under their charge than under the charge of those from abroad, we would therefore recommend that they be employed to teach our schools if their services can be obtained for a fair compensation. And we would, as in former reports, call the attention of parents to the importance of visiting the schools. An occasional visit from each parent, would very much encourage the teacher, and enliven the interest of the scholars. Parents, let us not be indifferent to the voice of duty. The public school demands a large share of our solicitude, for it brings the means of intellectual culture to all. The rich and the poor may partake of its benefits. Let us then see that our children are properly trained and educated, that they receive all the benefits of the schools, and the advantages of a moral and intellectual culture; that they may be qualified to fulfill the arduous duties of life.

HARTLAND.

W. CORTHELL, *Supervisor.*

This report discusses many important points, not the least of which is, superficiality or want of thoroughness:

My first visits to the schools, resulted in a very unpleasant discovery,—a discovery that the system of instruction pursued in your schools was seriously, perhaps I should say, radically defective. Superficiality was everywhere a marked feature. It was to be found in every branch of instruction. It was evident, too, that this evil was of long standing. In the first place, there had been a wrong beginning. The foundation had never been properly laid, and hence the superstructure had nothing substantial to rest on.

In reading, the scholars had been constantly pushed along from book to book, always in advance of their attainments, and hence continually subject to that discouragement which is ever the result of reading lessons too hard for the pupils. Added to this, was the general practice of teachers pronouncing every word at which the scholar hesitated,—and this, in some cases, was nearly half the words in the lesson,—the pupil pronouncing it after the teacher and then leaving it. I regard this as no better than passing over such words entirely;—permitting the scholar to pronounce such words as he can master himself, and to omit the rest. It is obvious that the child must learn these words, *one by one*, and this he cannot do unless he is made to spell them out by their letters, and divide them into syllables.

In connection with this, is the evil of putting them forward from book to book, faster than their attainments will warrant. In a very large number of cases, pupils were reading in the Fourth Reader, and in some instances the Fifth, who should have been in the Third. Your Supervisor has good reason to believe, that in the majority of cases, these pupils have not been regularly advanced to the classes in which they are found; but, as a teacher observed, have been "smuggled in." They have placed *themselves* there in many instances; but once there, they, and too often their parents, also, object to their being put back.

The same evil exists in other branches. The recitations betray a want of knowledge of fundamental principles, as both taking it for granted that to be tolerated in this higher class, even though "smuggled in," confers all the requisite honor.

Teachers have been in fault for weakly yielding to this childish ambition, and perhaps in some cases, fostering and encouraging it. And; doubtless, too many of your teachers have had too little appreciation of the importance of thoroughness in every branch of education.

The evil above described, your Supervisor regards as one of no small magnitude. Nor is it one that admits of an easy cure. Your children's habits have been formed under its influence, and with many of them these habits are so fixed as to become a second nature. It will be no easy matter to break up their indolent, sluggish habits of study, and their loose, careless, halting manner of recitation. Yet it must be done. And to effect it, there is required the earnest coöperation of parents and teachers, with your future superintending school committees.

Your Supervisor, on his first visits to the schools last summer, directed special attention to this subject. The importance of thoroughness was urged both upon teachers and scholars, in every school in town. At each subsequent visit it was

urged again. The same course has been pursued in the winter schools. The result has been a decided improvement Teachers, generally, have required a more thorough preparation for reading, spelling and recitations from their scholars, and some have insisted on perfect lessons, at least, in some branches.

The topic presented in the following paragraph is vital to the welfare of our children:

Another evil which exists quite extensively in your schools, is a lack of orderly deportment, and of those amenities and proprieties which are ever becoming in the young. And here, too, the evil must be attributed mainly to a wrong beginning. This wrong beginning is in the family. The family and the school are very intimately connected. The former is the nursery of the latter. If plants are neglected in the nursery, and suffered to grow without form or comliness, no after culture or pruning of the gardener, can wholly correct this deformity. The family is the place where principles of obedience, respect, order and decorum are to be engrafted into the very texture of the child's mental being. If this work is not accomplished there, it cannot be done elsewhere; and the result will be rudeness, insubordination, inattention to study, and general deficiency.

The home where rudeness of demeanor, harshness of language, and neglect of wholesome restraint, are the distinguishing traits in the character of parents, seldom furnishes gentle, courteous, orderly subjects for the school-room. "Men do not gather grapes of thorns, nor figs of thistles."

Your Supervisor is happy to state that something has been effected toward the cure of this evil. This is particularly the case in the village schools, where the evil is most apparent. At the commencement of the summer schools, a large portion of the boys, and some of the girls, were addicted to the use of profane language. Even little boys of four and five years of age, had learned to swear. Your Supervisor brought this subject before the two village schools on his first visits to them. Both of their teachers from that time labored earnestly to correct this evil; and one of them obtained a promise from the boys in her school, that they would swear no more during the continuance of the school. The teachers of the winter schools have followed up this good work earnestly, and with satisfactory results. This low, unmanly, and foolishly wicked practice, so far as I have the means of knowing, has in a measure, disappeared.

New Sharon.

T. H. McLain, D. L. Swan, J. W. Smith, *Committee.*

The Committee announce their governing motive:

In the performance of our duties, we have been guided solely by what, in our judgment, the interests of the schools demanded, without stopping to inquire whether any particular individual would be pleased or displeased with our action.

Although it would be pleasant for us to be able to report that every school in town has been attended with the most abundant success, and been conducted with satisfaction to all concerned, yet our duty requires us to state things as we find them.

Economy in the employment of teachers may be misdirected:

While our citizens are obliged to submit to burdens and taxation to support the

Government, it reflects the highest credit upon them that they are not disposed to withhold any of the necessary funds for the education of children at the public expense, and while the people are liberal in their appropriations for the support of the public schools, they have a right to expect that those to whom they commit the care of their schools, and the expenditure of their school money, should make a wise and judicious disposal of it.

Quite a number of our summer schools were not quite as successful as could have been desired. The school agents were, without doubt, honest in their selections of teachers, wishing to secure as long a term of school as possible, for the amount of money committed to their care.

This principle of *rigid economy* led many agents to employ inexperienced teachers, because they could be hired at a low price; and though nearly all of them possessed the necessary book knowledge, many of them were wanting in that aptness to teach and govern, which are the first essential qualifications of a good teacher.

Although it is not our intention to be any more personal in these remarks than a true statement of the case demands, it is but justice to young teachers of *our own town*, to say that they are nearly all exceptions to that class of teachers just alluded to. Nearly all of them conducted their schools with entire satisfaction to their employers, and with great credit to themselves, and believing as we do that the teachers of New Sharon are not surpassed by those of any town around us, it is a mistaken policy to send them out of town for employment, and import others, much inferior, to take their places.

Of the neglect of geography the Committee complain—and assign a reason:

The study of geography is still sadly neglected in our schools. In most of the schools not more than 12 per cent. of the scholars consider the study of geography worthy of any portion of their time and attention. This unfortunate retrograde movement in this interesting and useful branch of common school education, is clearly traceable to the introduction and use of outline maps, to the exclusion of all *text books* in geography.

An obstruction which ought to be removed:

One of the most serious objections to the successful operation of the schools, in some districts at least, is the spirit of faction among members of the district; one party being disposed to grumble and find fault with any measure which a representative of the other party (who may happen to be elected school agent,) may think proper to adopt. Under such a state of things the teacher always feels more or less embarassed, and his usefulness thereby becomes greatly impaired.

YARMOUTH.

JAMES BATES, *Supervisor.*

The Doctor endorses his report thus: "*Copy—which I can find no law requiring.*" As the same suggestion came last year from the same source, and as others may labor under a similar impression, they are referred to the "Acts and resolves of 1861," to "an

act to amend chapter 11 of the revised statutes," or to the copy of the same in the Superintendents' Report for 1861, page 13 of appendix, where the following words will be found:—"Sect. 3. Section forty-nine of said chapter is amended by striking out the words, *if their reports are printed.*" Without these words the clause reads, "and they shall transmit a copy thereof to the Superintendent of Common Schools."

The first item of this report is worthy of consideration by other school visitors:

From an impression that a visit at the commencement and close of a school afforded very inadequate means of judging of its usefulness, in most cases two additional calls of an hour or two have been added to the number of visits formerly made.

A bad picture of irregularity:

The attendance in this district is more irregular than in any one in town. Such is the indifference of some parents in this respect, that a full class on any day is a rare thing. It is a great evil, and hinders not only the progress of the delinquents, but of others, and is truly disheartening to the teacher.—Visited every term four times, and always found good order and reasonable proof of energy and progress.

Same damaging influence in another school:

Mr. W. is an experienced teacher, maintains good order and imparts instruction readily and rapidly; and whenever he can have regular attendance is sure to show good progress in his pupils. Visited three times with much satisfaction.

Another school is marked by its excellence in animation:

Mrs. M. evinced great efficiency. My four visits were without previous notice, and I always found the school ready to recite their lessons in a full, animated voice, showing great interest in whatever lesson they had in hand. The reading of the first class is not surpassed by a class of any age in town.

A high school and high teacher commended:

It is a pleasure to speak of such a man and such a school. Both stand from the shoulders upward, higher than any other school in town, when all the circumstances of government and improvement are considered. It was governed by love, and by a happy, ready and rapid faculty of imparting instruction; every eye was wide awake and every tongue ready to answer at recitations.

Some fast young men trotted out:

For some time it was doubtful if the school could be controlled; nor was it until some of the master spirits left rather than to obey. W. is a critical teacher and his method of instruction excellent, as was abundantly evident from the examination of those who remained to reap the benefits of his instruction.

The problem has not yet been solved—what is the best mode of governing some very fast young men belonging to this district? The man to do it may be found, and it is hoped will be, soon.

Baring.

S. M. Smith, E. R. Doten, *Committee.*

This Committee report with great brevity; closing with a single "practical observation:"

We believe the last year's experience, as well as that of former years, plainly establishes this fact:—that scholars and parents can render *any* school of but very little value. A school is like our national Government; it must be supported by the people, or it will fail.

Chelsea.

S. W. Barker, *Supervisor.*

Mr. Barker reports the condition of the several schools in his town with some minuteness. Of one he says:

At the examination I found better and more perfect lessons than in any other school in town. The teacher had instilled into the minds of the scholars, that thoroughness is requisite for a good school in all things pertaining to the school-room, and, as the result of this, I found good order. Not a whisper was heard, nor any annecessary noise made. Quietness reigned, all reaping the reward of their own doing.

A summer teacher employed in a winter school:

Winter. The district appreciated the services of Miss M. by employing her for the winter term. At the commencement an indication was apparent of having a profitable and interesting school; the teacher having the sympathy of the parents and the affection of the scholars. The school commenced favorably and progressed well. The examination passed off with life and animation. The several branches had received due care and attention. The first class in reading had improved much.

The pupils of a small school appreciate their privileges:

This is a very small school, with a small amount of money; consequently, we cannot expect as much improvement as in the larger schools. The scholars in this school seem to appreciate the privilege of attending school, and have made more rapid strides than in some larger schools. At the close, I found an orderly, industrious and profitable school,—one that met my expectations.

Conclusion:

The standard of the schools, the past year, I think, has advanced. Many think it of minor importance; think that the education of their children is of little or no consequence. I find parents who, instead of accounting it a benefit, and something to be prized to have an opportunity to send their children to the public school, reverse the thing, and reckon upon it as a privilege to the school and those concerned in it, that they send them there at all. They go further; and having, perhaps, become offended at the necessary rebuke or chastisement of a scholar, often endeavor to thwart the teacher, the supervisors, and all who are trying to uphold and sustain the school, by withdrawing their scholars from it, and by keeping them at home.

Such may seem to them revenge, but it is charged with torment which will burst upon their own heads and overwhelm them with sorrow.

As long as the school is thus lightly regarded, it will continue to be a light and trifling institution to those who thus hold it. It cannot rise, for the curse of worthlessness is upon it; it cannot advance, for the motive power is withdrawn; it cannot grow, for the life-giving influence is not bestowed. What, then, can it do, so far as such persons are concerned, but to waddle along, never rising in strength and capacity above childhood, and never exceeding the dwarf in stature. It can do much and we can do much for it. Already we have schools in town which have nearly surmounted all such difficulties, and others fast attaining to such a position.

New Gloucester.

J. A. Ross, *Supervisor.*

The Supervisor reviews the schools under his care, with very wide extremes of censure and commendation, and concludes with the following suggestions:

First. Our school laws are not properly complied with. In some instances they are becoming a dead letter. This is particularly true respecting some of the sections referring to agents. Several of the schools have not been visited the second time, owing to the agents having failed to give notice when they were to close. This makes it difficult for the Supervisor to give a fair report and is unfair to the teacher. On this point the law is very explicit. "If any agent neglects to give written notice to the Superintending School Committee, when any school in his district is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue, he shall forfeit one dollar for each day the school is kept before such notice is given." Now, although a written notice will not probably be insisted on, yet some notice should be given by the Agent, of the time the school is to close.

Secondly. There is not sufficient carefulness respecting registers. This year the teachers have been very prompt in returning them. Only one is missing,—that of the winter school in District No. 12, kept by Mr. Freeman. But some of the registers are not properly filled. One is so deficient that had it been returned to me, I should have refused to receive it. In two, the length of the school is reported twelve days,—a preposterous return. In quite a number, the twelfth and thirteenth questions are not answered at all, or answered incorrectly. The attention of teachers is directed to the following clause of the school laws:

"No teacher shall be entitled to pay, for his services, until the register of his school, properly filled up, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it."

Thirdly. I reiterate what was said in the report of last year, respecting the importance of writing. This branch of study is entirely too much neglected in our common schools. It should be made more prominent in the examination of teachers, and of school, and then it will assert its place in the department of instruction.

Fourthly. The uniformity of books in our public schools is a point of essential importance. In this particular we have made decided improvement. In order to

reach perfection it is only necessary for parents to bear in mind that it belongs to the Committee alone to designate what books shall be used in school, and not to the teacher. There was one attempt made this winter to set aside a book designated by the proper authority, and to use another instead; but this attempt was promptly and decidedly rebuked.

Presque Isle.

David B. Pike, Daniel Stickney, Moses Rose, Jr., *Committee.*

The Committee send only a few paragraphs of their report, as published in the Aroostook Herald, as follows:

The Committee are happy to say that we regard all these as good teachers. Some are better than others, to be sure; some excelled in one department and some in another, and yet without exception all were interested in the prosperity and welfare of their pupils, and manifested a very praiseworthy industry and skill in governing and teaching. We have been called but once to take notice of any unpleasant incident in the schools, and that the case of a boy who, we are happy to say, heeded the admonition and advice given him, and remained a good and obedient scholar. We have heard no complaint against any teacher worth calling a complaint, and the uniform remark among parents and scholars, so far as we know, is,—"We have had a good school."

It will be noticed that all but three of the schools have been taught by females. This is just as it should be. The time has gone by, we hope never to return, when it required a man of physical strength and courage to *govern* a school; when the teacher had to go into the school-room armed with a dangerous weapon, in order to command reverence and obedience from the pupils.

It is found that love and kindness, pleasant words and gentle means, accomplish what cannot be done by force. We believe our children are more easily led by smiles and pursuasive words than driven by frowns, threats and severity. And who so capable of managing a school and leading pupils in the right way, as gentle, smiling and amiable young ladies?

At a time when our young men are wanted upon the battle field in defense of all that is near and dear to the American heart, among which, and not the least, are these very nurseries of freemen, the ladies should do all the teaching of the young *ideas* how to *shoot*, whilst our young men are *shooting* the enemies of our country.

We unhesitatingly recommend to agents and those who are desirous of obtaining good teachers, every one of the ladies who during the past year have taught in this town, as eminently qualified for teachers.

Cornville.

L. E. Judkins, Daniel Evans, James Folsom, *Committee.*

The Committee call attention to the peculiar trials of the teacher, —a point not sufficiently considered by many of our citizens:

There is, perhaps, no profession which has so many unseen trials and vexations as

that of the public school teacher. It is, we think, justly called a thankless occupation. We are apt to look upon it as a matter of course, forgetting that it is to the school-house, in a great degree, that we are indebted for that advancement in civilization which makes us at the same time the wonder and envy of the world.

All, we think, that is necessary to render our system comparatively perfect, is the cordial coöperation of parents and guardians with the teacher. But we are sorry to say that it is too often the case, that the trouble in our schools originates outside the school-room. Parents and others should see to it that they do not themselves strike the notes of discord, which so often reëcho to the great damage of our public schools.

The general condition reported good:

We are glad to be able to report so general success in our schools the past winter. Good order and attention to study have been the *rule*;—the *failures* are exceptions.

The failure, on the part of agents, to notify the Committee of the commencement and end of schools, has been a source of some embarrassment to your Committee.

Trescott.

Stewart McFadden, Wm. H. Leighton, James Keegan, *Committee.*

The report from this town has never before been forwarded to the Superintendent's office. It deals plainly with the town, for sundry deficiencies and neglects, but is adapted to that particular latitude, rather than to a wider circulation. A few paragraphs are presented below:

We propose, at this meeting, to do something for the better government of our schools in the future, and for better agents in our respective school districts. We cannot say much in regard to the teachers. If the children had a good supply of books and the coöperation of parents, we think they would do much better. But we have never known a parent to visit a school in this town, even at an examination. We would also recommend to the inhabitants of this town to supply a sufficient number of histories to each district, so that the children will know something of the manners and customs of different nations.

Your Committee would further say, that this town can never safely reckon upon good schools until all matters of difference with respect to agents and parents are adjusted on a fair basis, and that adjustment strictly adhered to,—and parents coöperate cheerfully with the teachers in their efforts.

Searsport.

Emery Sawyer, *Supervisor.*

Mr. Sawyer represents the summer schools, as successful in nearly every district in town, and in his notice of the winter schools makes the following suggestions:

The winter schools this year have been far better than the average of winter

schools. The progress made by the scholars in the various branches taught, shows that the teachers have, some of them at least, been of superior merit, and fully adequate to their work. The scholars who have attended school *regularly*, have, as a general thing, manifested a creditable desire to learn, and far more than an average amount of study has been performed. Still there have been many imperfections, and some serious drawbacks to that prosperity which we all desire. And one *great drawback* which I will mention is, the *irregularity* with which many of the scholars enter the school-room. Said one teacher to me the past winter, when speaking of the difficulties of the school, "I have to wait, five, ten, and sometimes fifteen minutes before commencing my exercises, and then begin perhaps with twenty scholars, when I should have fifty or more." The same has been a general complaint of many of the winter teachers. Scholars should always commence school with the first day of the term, and be in attendance every day of the session, at the appointed hour for commencing the exercises. It is of but little use to send children to school at all, unless they attend regularly when they pretend to go. Scholars are taught in classes, and in every well regulated school, each class has its regular lesson, and a regular time each day for reciting that lesson. The lessons are, or should be, consecutive and progressive, and if a scholar is irregular in attendance while the class goes on, much instruction is lost, and that scholar cannot go on understandingly, because he has not attained a knowledge of the previous lessons. This is one great reason why many scholars become discouraged, and only study as they are driven to it; and, if left to their own direction, would give up study in disgust. If you wish your schools to be profitable, see to it that your children are in the school-room all the time the school is in session. The teacher has no power to compel the scholar to attend school. This power lies wholly with the parent or guardian. And if you wish your children to be interested in study, and arrive at a creditable eminence as scholars, see them often in the school-room personally. Let them know that the parent and teacher are both enlisted in the service. Gladden and encourage the teacher often by your presence in the school-room, and at the same time invite your children to study, for they will be ashamed to see you come and they show no progress. Above all let no word of disappointment ever escape you in the scholar's hearing, however much you may be dissatisfied with the teacher and the school. I have known more harm done by a half hour's growling and fault-finding at the village store, than the best teacher the land ever produced, could remedy by three months' hard service in the school-room. While such practices exist, look not for that success which should be attained from our common schools. This is a glaring evil, not only in this but in other localities, and until it is rectified, no matter how well your schools may be graded,—no matter how good teachers you employ, you will not attain the object desired.

WINDHAM.

EDWIN S. ELDER, *Chairman of Committee.*

Mr. Elder presents in the paragraph which follows, a point of difficulty which teachers have often experienced, and the remedy of which, if any there be, must be found at home:

There is another circumstance from which many of our schools suffer more or less,

every winter. It is the practice of having social assemblies during the continuance of the school, which are attended by all the larger scholars from two or three districts. The mere fact of scholars being out one or two nights every week, until twelve o'clock or later, must decrease the amount of study, and thereby retard the progress of the school. But when we consider that each party is the subject of conversation and apparently uppermost in their minds for many days before and afterward, we must conclude that they are productive of great injury, and ought to be discontinued Our larger scholars attend school only three months out of twelve; and it would seem that their attention should be exclusively directed to their studies, rather than to things of doubtful utility. Therefore we suggest that if parents would discourage this practice, they would not only confer a great benefit on their children, but on nearly every winter school in town.

He considers the selection of teachers:

We believe that our schools might be greatly benefited by authorizing the Committee to assign the teachers to the different schools. Many good results would follow:

First. Each district would probably secure the services of a teacher especially adapted to the wants of the school; which under the present system is not always the case. We do not wish to be understood as censuring the agents. We doubt not that they do the best possible under the circumstances. But the question is, who best understands the requirements of the school and the suitableness of teachers? Is it he who knows nothing of the particular manner and ability of the teacher and perhaps has not visited the school in his district since he left? Or is it men who are well acquainted with the peculiarity of each school and the method of instruction of each teacher.

Secondly. Under this arrangement none but the best teachers would obtain schools; for your Committee would give a preference to the best. But now the first applicant stands the best chance, especially if a relative or connection of the agent.

Thirdly. The Committee would establish more uniform wages. The wages at present vary very much; some paying as high as thirty dollars per month, while others obtain the services of equally good teachers for fifteen dollars. With female teachers there is a still greater disparity. Yet the agent is not to be blamed, for he does not profess to be a judge of the value of the different teachers, or of the amount of labor to be performed in the different schools. But the Committee ought to have a pretty correct opinion as regards both the value of the teacher and the requirements of the different schools.

LIVERMORE.

HIRAM C. BRIGGS, *Supervisor.*

Mr. Briggs explains the grounds on which he reports the character of the schools in this town:

In speaking of the different schools, I shall endeavor to give as truthful and correct an account as possible. It would afford me the greatest pleasure to speak in terms of ungratified commendation of all the schools and teachers, if I could do so consistently with a true sense of duty. If any district has had the services of good

and efficient teachers, it should be known to the credit and benefit of all concerned. If any has been less favorably situated, this *also* should be known for the proper action of all concerned. It is an unpleasant, and, I might almost say, the *only* unpleasant feature of my office that I am sometimes called upon to speak of defects and failures; but, as the servant of the public interest, it will ever be my aim to act in a conscientous manner, and with a special reference to the greatest good of the greatest number.

I have reported the several schools as they appeared to me when I visited them, and I have done it in as few words as possible; thinking it far preferable to give a report in a few words, and in language that none can misunderstand, than to devote a whole page to the reporting of one school, and that in such a manner that one cannot teli whether I think a school profitable or not. I am happy to say to the town, that our schools, on the whole, have been as profitable as in any previous year that I have had the charge of them. A few of them have been somewhat injured on account of irregularity of attendance; and this irregularity was caused, in part, by the scholars giving more attention to the education of their heels than their heads.

The Supervisor reports another spelling-match:

When I first visited the winter schools, I notified the scholars that I should call them together some time during the season for another spelling match. To the district that missed the fewest words, I was to present a copy of Webster's Unabridged Dictionary. The match came off the 7th of February and District No. 10's winning the Dictionary. That these spelling-matches have been instrumental of a vast amount of good is the testimony of almost every teacher in town. I would again recommend to my successors to continne the practice of calling the districts together at least once a year for a like purpose, until every district in town possesses a copy of Webster's Dictionary.

A graceful acknowledgement:

On closing my connection with the schools, I would renew my thanks to the many parents and friends of education, from whom I have always received hearty coöperation and sympathy. Such parents by their sympathies and kind wishes have made my duties doubly pleasant. I shall always remember them as friends of our public schools. I can never forget our teachers; they are a noble class in society, young men and young women who educate themselves tc educate others. In my labors for the schools I have always received *their* hearty coöperations. The kind treatment and universal respect that I have received from the scholars of our town have taught me to love them.

BOWDOINHAM.

H. CURTIS, *Supervisor.*

There is one feature in the spirit of Mr. Curtis's report, especially worthy of notice and imitation by other supervisors or committees. I refer to his mode of criticising the labors of teachers, in pleasant contrast with the harsh and severe treatment which many teachers receive at the hands of their supervising officers.

The cases must be rare in which the errors of teachers require so merciless and faultfinding criticism as some of the reports contain. Mr. Curtis says, more generously :

With respect to the different instructors, each and all, one prominent fact should in justice be distinctly stated. It is the zeal, the earnestness, the exertion which each teacher has put forth to the fullest extent of his power to make the school prosperous and useful. Devotion so ardent, so intense, it is believed, has not been witnessed heretofore. Viewing such to be the fact, it is painful to a reporter to speak of the defects of such teachers, or of any want of value in their schools; but while strict truth may demand this, it may admit the palliations of charity. Teachers have arduous duties to perform, and such as none so well as themselves can fully apprehend. "To err is human," and therefore their faults should be named in the spirit of candor and benevolence.

Elementary training urged upon the attention of teachers :

Your Supervisor has deemed it necessary to call the attention of every teacher, to the value and importance of elementary instruction—beginning with the articulation of all the changes and variations in vowel and consonant sounds, and thence upward —as the only sure means of rendering pronunciation distinct and clear. The same to be applied to grammar as a separate study, so as to enable the student to understand the force and signification of each clause, and to possess the ability to analyze and construe sentences in advance of parsing the words. This method not only renders the science easy and simple, but it shortens, by nearly one-half, the time formerly occupied in acquiring it.

Another and a very important view of the irregular attendance of scholars :

But want of constancy and promptness, not only produces the evils enumerated, but it is of itself, a *bad education*; the habitual practice leaves its mark upon future character. Observation and experience fully verify this, while they assure us of the fact that the young, who from early life are required to attend school regularly and promptly, and while there to obey the teacher and attend faithfully to their duties, rarely fail to become good scholars, and in the end to secure a competent share of learning. But better still; these habits of regularity, promptness, order and studiousness, growing up with children into future life, will with as much certainty, characterize them as men and women of known fidelity and integrity, as that "like will produce like." I offer these remarks in the spirit of affectionate counsel, and with no design to censure; and will only add, that if the invaluable blessings of general education become ours by the wise appointment of a merciful Providence, then we as parents incur an awful responsibility, if we misimprove the opportunity which he has placed in our power, to secure these blessings to our children.

KENDUSKEAG.

T. B. ROBINSON, *Supervisor.*

Mr. Robinson opens his report by a reference to the origin of the common school system in our colonial infancy :

It may be useful to glance at the early steps of the New England States, some two hundred years ago, relative to our present system of common schools. The year 1647 was the memorable time when the broad foundation was laid for all that is essential, in our estimable system of our public schools.

The measure seems to have originated by a general movement of the people, in several of the towns of Massachusetts. To meet the demand of this feeling, the Legislative Assembly of that colony passed the following preamble and orders, November 11, 1647:

"It being one of the chief projects of Satan to keep men from the knowledge of the scriptures, as in former times, by keeping them in an unknown tongue; so, in these latter times, by pursuading from the use of tongues, that so, at least, the true sense and meaning of the original might be clouded by false glosses:—It is therefore Ordered, That every township in this jurisdiction, after the Lord hath increased them to *fifty freeholders*, shall then, forthwith appoint one within their town, to teach all such children as shall resort to him, to write and read; whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general. . . . . And be it further Ordered, That when any town shall increase to the number of *one hundred families*, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the University:—Provided, that any town shall neglect the performance hereof, above one year, that every such town shall pay *five pounds* to the next school, till they shall perform this order."

This legislative act was approved by Governor Winthrop. Its worth no man of that day could estimate, and its benefits even the present generation hardly realize.

An effectual remedy of a very serious evil, prevailing in some towns, seems to have been applied by Mr. Robinson in certain districts of Kenduskeag:

An inspection of the school-rooms and their appendages in District No. 1, before the summer term commenced, showed that serious abuses had been perpetrated during previous terms. The district agent took immediate measures to have the premises repaired and cleansed. At his first visits of the schools, the Supervisor read and commented on those sections of the State law, that relate to the wanton damages by scholars, of all such property. He did the same at his first visits of the several schools, both in the Summer, Fall and Winter terms.

In District No. 4, the agent told him that he had *replaced about forty lights* in the windows which had been broken at previous terms. At my last visit there, as the winter school closed, the windows *were all whole*, and no injury was perceptible to any of the school property. A like good result, to a good degree, has been secured to the school property of the several school districts. An importance should be attached here, beyond the simple fact of securing the property. It is edueating the children to habits of care and economy about property in general. This was particularly enforced on the scholars. They were told it was a useful part of their education, which if properly regarded, would promote the wealth of the individual, the town, the State and the Nation.

An unusual experience is mentioned:

One gratifying feature in our schools, during the past year, is the *continued and full attendance of scholars to the close of the terms.*

Relative to the government and success of our schools, permit us to suggest, that parents have an important influence. Generally they do not visit the schools as much as is desirable. If they would occasionally visit their own school, we are persuaded both teachers and scholars would be benefitted. Parents may also do much toward the government and success of schools, by inculcating in their children, habits of respect and confidence toward their teachers. But if, on the contrary, they encourage, or even countenance them, in disrespect, and disconfidence toward their teachers, they are virtually depriving their children of all benefit from the schools. They are sowing in their impressible minds, the seeds of insubordination to all law and order, and imposing a cruel and unnecessary task on the teachers. With such an adverse outside influence, the most perfect teacher can do comparatively little good in a school. No persons should feel a deeper interest in having good schools than parents, and none have so much influence to make them good or bad.

GARDINER.

N. WOODS, G. BAILEY, J. W. DODGE, JOS. BRADSTREET, F. A. GARDINER, JOSEPH MERRILL, *Committee.*

The report of the Gardiner Schools indicates a degree of success attainable only as the result of long continued and faithful effort on the part of school officers. Note the following incidental remarks:

A good work has been wrought in this school by this teacher. Not only her diligent labors in the routine of the school-room are to be commended, but her unselfish devotion to the interests of the children at all hours, her visits to their homes, her attentions to them in sickness, are worthy of mention. Her influence over her scholars was of the most salutary kind, and it was with much regret we accepted her resignation.

When we remember the disorderly condition of this school as it first came under Miss F.'s care, and contrast it with its perfect quietude and propriety of appearance at the close of her engagement, we cannot but express our high appreciation of her services. She had evoked order out of chaos, and harmony out of discord, and made the worst school we have ever seen in Gardiner, one of the best. Yet, during the two years she was in school, we never saw her punish a scholar or heard her speak a harsh word.

Besides her faithfulness in teaching, we take pleasure in commending Miss S. for two things, too often neglected by other teachers. Her room is always neat, and children soon learn to keep it so; and she keeps a record, which both the Committee and herself can understand, so that her register is reliable when returned.

We have seldom visited a school better managed. The order was perfect; and all the exercises indicated a good winter's work on the part of teacher and pupils. There are several large boys in the school; but we doubt if they could have been

better governed by a male teacher. Miss C.'s success in this school is a sufficient refutation of the assertion sometimes made, that a woman cannot manage a school composed of large scholars. The discipline of no school in the city has been superior to this.

The Committee notice two sources of difficulty:

Reviewing the work of the year, two things strike us as having interfered with the best interests of our schools. First, the capricious intermeddling of the parents. One boy was taken from a school because of the attempt of the teacher to introduce a few gymnastic exercises, for the relief of the scholars. One girl was permitted to leave school, and assigned as a reason that the teacher was "silly and cross." One child was transferred, contrary to the rules, from one school to another, because she had been twitted by her schoolmates of "living in a small house." One girl did not attend one of our best schools, because the teacher was "ugly." One teacher was accused of "learning his scholars to lie and cheat;" not by directly inculcating these vices, but by being so strict as to induce them to "lie and cheat," to avoid punishment, we suppose. Some boys were removed because they were punished, not as we learn, with undue severity, but because they were punished at all. These are specimens of what is heard, not one year, and in Gardiner alone, but every year and in too many places. People thus thoughtlessly permit their foolish whims to interfere with the best interests of their children.

A national aspect of the matter:

Our free institutions are passing a fearful ordeal. The present national conflict is one of principles. On the one hand is arrayed the spirit of caste in deadly conflict with the spirit of liberty on the other. If rebellion triumphs, free schools, free speech, a free press, and freedom of conscience will be destroyed, and ignorance, immorality and barbarism will settle down, like a dark cloud, over the land. While we send our brothers and sons to the conflict which shall avert this dire catastrophe, let us see to it that the blessings for which they peril their lives shall not perish, through our indifference and neglect; and let us contribute liberally for the support of those institutions upon which liberty, morality and prosperity must always depend.

CONCORD.

A. J. LANE, *Chairman of Committee.*

Mr. Lane fails to forward the report of his *schools*, sending only a few suggestions in regard to school agents, of whose office he says very truly:

The office, at first thought, appears to be a very insignificant one, and capable of being filled by almost any person. This is a mistake. The very best men should be elected to this office; those who have the welfare of the pupils, the community, and, in fact, the *welfare of this whole country at heart.* It is one of the most responsible offices in the gift of the town, and should not be thrown away upon those who care nothing about the education of their own children, or those of their neighbors.

Harpswell.

D. L. Smith, *Superrisor*, S. E. Smullen, his Successor.

Mr. Smith seems to have had an eye to the condition of the school-houses:

What is most needed in this town is better school-houses. You cannot expect your teachers to have that energy and order that they would have in better school-rooms; neither will your scholars be so orderly and neat; it is harder work to teach in such ill-contrived and dilapidated old houses. A school-house should be neatly finished, convenient and clean, as much so as our dwelling houses.

Of one school-room he says:

The use of a broom upon the floor would have given the old school-room a *little* better appearance.

He compliments the teacher in another district:

The teacher displayed a good deal of taste in ornamenting the school-room, and in keeping it clean and neat.

One teacher prosecutes her labors under difficulties:

In this district there is no school-house, and the teacher is obliged to take her pupils about, from house to house, wherever she boards. At my first and only visit I found seven scholars in attendance, this being a very small district. The teacher seemed to be doing well; she was careful to have her pupils do just right in everything. I was much pleased with the manner in which she managed her school; everything was in perfect order, and the teacher seemed to understand her business. I should be glad if Miss E. could have a larger school, in which her usefulness could be more felt. This teacher has the reading of a school journal, which she has improved to the advantage of herself and those who employ her.

Mr. Smullen endorses Mr. Smith:

In closing my report, I would say that I heartily endorse the sentiments of Mr. Smith, in respect to school-houses, teachers and agents; but will add that your duties to your children do not end here. After you have good school-houses, and competent teachers, you should see that the seats are occupied by your scholars every day. Your school-houses and teachers can be of no benefit to your children, unless they are in attendance, and avail themselves of the advantages that may be derived from them. You should visit your schools often. I know of nothing that will arouse the ambition of both pupils, and infuse new life into a school, more than frequent visits from members of the district. If you think your teacher is not doing his duty to your children, visit the school-room and ascertain the facts; if you are satisfied that he is doing his duty, still visit the school, thereby encouraging him and those whom you have placed under his charge.

CUMBERLAND.

LOUVILLE H. MERRILL, *Supervisor.*

In answering the question "What good has been accomplished by the schools during the year," the Supervisor makes the honest confession, that it is not easy to say,—as many others might, for the same reason.

Visiting the schools, as I have, but twice during a term, I have found it very difficult to judge of the improvement made.

The notes of the several schools, however, show that his labors and advice were well directed. He closes with saying:

The number of scholars attending school in town, during the past year, has been less than in some former years,—owing, perhaps, to the state of the country; but the average attendance, in proportion to the number registered, has been much better than in years past.

Taking the schools in town as a whole, creditable improvement has been made.

The scholars have been drilled more upon the principles of Arithmetic and Grammar than has heretofore been the custom; and considerable attention has also been given to penmanship, but there is still room for progress in this branch.

While some of the agents have notified me of the times when their schools would commence and close, others have wholly neglected it, and I have failed to visit some schools more than once, on this account. Although the duty of parents to visit schools, has been urged upon you many times in the past, yet for some reason you have failed to answer the appeal. You know not how great an influence a short visit from the parents would have upon a school, unless you have been a teacher. It is not the children alone who are benefited. I ask all the parents present to attend to this matter for one year, and see if there are not beneficial results.

WHITEFIELD.

R. S. PARTRIDGE, *Supervisor.*

Mr. P. notes the excellences of certain teachers, in the following terms:

Mr. M. is a ripe teacher. From the book of experience he has learned many useful lessons, which aid him much in the management of a school. His scholars were taught that punctuality and order are the prerequisites of a good school; and all violations of the same were investigated and punished. Mr. M.'s method of instructing is plain, thorough and practical. At the fifth week I found the school laboring successfully. Order perfect.

Mr. W. is a vigorous and stirring teacher. With a thorough education, he plants his standard high, and his whole mind bounds at once into the labor of elevating his school. Rarely do we witness a teacher possessing his ability and perseverance. The discipline of the school, the progress of the classes, and the harmony of scholars and teacher, prove Mr. W. to be the right man in the right place.

Miss H.'s method of teaching is smooth, yet firm—inviting her scholars pleasantly

along from principles to practice in a manner so kind, yet commanding, that her labors cannot fail of producing the required results. The scholars were studious, prompt at recitation, and thorough on examination.

Mr. C. possesses the happy faculty of making the school-room a pleasant home. He mingled freely with his scholars in their out-door amusements, but carried a firm, steady hand while teaching.

With pleasure I record the labors of our tried and worthy friend, Mr. L. With his large experience in teaching, he knows just what to do and when to do it. His kind manner and pleasant voice secure at once the admiration of his scholars, while they are taught to obey at the first summons. Although the term was only nine weeks, the general progress was commendable.

He closes with this appeal to parents:

Parents are you satisfied with your schools? Are your children making that improvement which you wish them to make? Are they regular at school? If not, where lies the trouble? Just manage your schools as you do your farms and stores, and we shall have better ones. Do not allow your children too frequently to visit places of public amusement, or loiter around stores and other public places while attending school; for they divert the mind, lessen the interest, and carry into our schools evils which require much hard labor to eradicate. Parents, do not look too lightly upon the education of your children, for upon it everything in the future depends. The time has come in the history of this nation, when the watchword is "Action, action," and upon the rising generation much, very much depends. Let us, then prepare for the work before us.

Athens.

William M'Laughlin, *Supervisor.*

Of the condition of schools in *our* "modern Athens," the Supervisor says:

The people of this town have cheerfully paid their taxes to help support their schools, and have a right to know how these institutions have prospered. In general, the schools of Athens the past winter, compare favorably with those of any previous year. There has been but one failure, and very little dissatisfaction expressed by parents.

He notices an important error in instruction, too prevalent in our schools, but for which the teacher is not wholly responsible:

Among the faults in the instruction of schools the past winter, I regret to notice a prominent one, that of putting scholars ahead of their proper attainments, which engenders superficial habits, and a want of thoroughness. This is particularly noticeable in reading and arithmetic. This hurrying over the books, and into higher books, is a decided obstacle to practical success.

He illustrates the propriety of obtaining skillful teachers:

If a person require the services of a physician, or a surgeon, a skillful and successful one is sent for. If you have an important law case to be tried, you employ

learned and distinguished counsel. Is the molding of immortal minds, the training of our children for the future destinies of life, of less importance? Surely not.

The following suggestions are not new, but true:

The importance of more interest on the part of parents for the efficiency of their schools and a more generous, unselfish coöperation with the teacher in his trials and responsibilities cannot be estimated. Sustain your teachers under all circumstances and at all times before your children, and if you have ought to say against the school or teacher, go and say it to his face.

Attentive and efficient supervision of the schools. The Supervisor or Committee should be men interested in education; who are conversant with the present modes of school teaching and management; who are willing to spare no time or expense in looking after the interests of the schools, and will discharge the duties of their office without fear or favor.

Upon the common schools of our land, depend the preservation and perpetuation of our free institutions. "They are the corner stones of that municipal organization which is the characteristic feature of our social system." They are the pride and glory of New England and the envy of the world.

CORINNA.

GEORGE H. DAY, *Supervisor.*

Mr. D.'s notes and comments are brief and pertinent. He gives a plain hint:

In order to have a good school in this district, the parents should either have more knowledge themselves, or interfere with their teachers less. This was not a profitable school, which I attribute more to the parents than to either the scholars or the teacher.

Something more than a hint:

Your school-house is a rotten, tumble-down old thing; a disgrace to a civilized community.

And another:

This is the most wealthy district in town, and I would not to-day take the gift of your school-house to use for a wood-shed. As one of the district, I am ashamed to say that we have more money than brains.

After dealing sharp blame or praise, in commenting upon the several schools, he closes with these just remarks:

Many schools are unprofitable, because the parents utter expressions of dislike in the presence of their children, which naturally prejudices the pupil against the teacher, and leads to many acts of disobedience. It is sometimes necessary that a disobedient scholar should be punished. It is the case in almost every district, that when a teacher resorts to corporal punishment, there are some who are inclined to deprecate the course the teacher has taken, however just it may have been. There are but few parents who do not find it difficult to restrain and control the actions of

a few children, when there is no one to dispute their authority. How much more difficult must it be for a teacher to control a houseful of children, unless they have the hearty coöperation of the parents. Let us each do our duty faithfully in this matter; each one take a lively interest in the education of our children, and we can hardly fail to have profitable schools.

Fort Fairfield.

T. A. Sampson, A. S. Townsend, F. W. Smith, *Committee.*

The Committee report a commendable progress in their schools:

But in order to succeed fully in making them as profitable as they might be, we must take more interest in them ourselves, as parents, guardians, and citizens. We need better school-houses. We need a better supply of books. We need a more prompt and regular attendance of the scholars, and we need a more hearty support of *good* teachers, and less encouragement to *poor* ones. If we as fully realized as we ought, that the scholar must inevitably become the director of affairs in a few years, John would not be called away from his school on every slight occasion. For the fact is patent, that every day we keep a boy or girl away from a well-regulated school, we inflict an almost irreparable injury upon them. We need better school-houses! The school-room should be large, and high in the walls, should be well finished and conveniently seated, and should be well ventilated.

Agents should seek for the best teachers, at reasonable prices:

We cannot expect a teacher who has devoted the best years of his life to qualifying himself for the high and responsible position of teacher, to serve for the same pay as a common laborer.

Of a teacher who makes his business a matter of study and professional preparation, they say:

At first visit, everything was found satisfactory, and at the close, it was found that everything had been done, that could be done by an experienced teacher, to advance the interest of the school, and with decided success.

Mount Vernon.

James E. Merrill, James R. Marston, Moses R. Leighton, *Committee.*

The importance of other lessons than those of the books:

It should be remembered that in training our children to be really virtuous and useful members of society, there are other lessons to be learned, besides those derived from books; lessons of correct deportment, self-respect, self-reliance, and a cheerful submission to rightful and lawful authority. The object to be aimed at in education is threefold. The mind, the heart, and the manners, *all* are to receive appropriate training. Therefore in the selection of teachers, care should be taken to employ not only such as are well prepared to train the intellect, but those whose *habits* and *manners* are agreeable, whose feelings are refined, and who know how to appreciate and apply the principles of good breeding in the management of a school.

The common school is emphatically *the* institution of New England. Her citizens

are among the most refined, intelligent, liberty-loving and loyal of our whole country. It is to be hoped, amid the excitements of the present hour, while a portion of the American States have been so ready to incur the guilt of treason, and the calamities of civil war, in order that they may sustain and perpetuate *their* peculiar "Institution," that New England will *firmly stand by hers*,—and that the people of Mount Vernon, particularly, will not overlook the interests of their schools, but give them that liberal support which their importance demands.

Waldoboro'.

B. B. Haskall, *Supervisor.*

The supervisor gives the statistics of the schools in town; records the exchange of old books for four hundred dollars' worth of new ones "without cost to any one," and concludes by saying:

It is not necessary in this report to speak particularly of the success of *each* school. Suffice it to say, that all were quite satisfactory; that there was but little difficulty and no case of insubordination.

Much might, and perhaps ought to be said, of the condition of school-houses. There are several that are wholly unfit for use; but this fact is equally well known to the inhabitants of such districts, and it is their duty to correct the evil.

Woolwich.

Samuel Farnham, *Supervisor.*

The war has reduced the number of scholars:

Some of the brightest and bravest of our young men have taken up arms to defend our institutions and our homes, and their places, in the higher classes of our schools, have been made vacant; but the zeal of the people to sustain institutions, that are adapted to promote intelligence and patriotism is undiminished.

Mr. T. complains of the younger pupils in the winter schools:

The younger scholars should be kept at home in the winter term, by vote of the district, or if this is *not done*, the Committee should exclude from school the higher studies. To do the latter would virtually exclude from the school its best scholars, and deprive those who are unable to go abroad for instruction, of the opportunity to make that improvement which they desire. To do the former would be no injustice to anybody.

The military drill introduced into one school:

The large number of young men in this school seemed to indicate that the district had not furnished its proportion for the *war;* but the interest awakened by the brave soldier and skillful teacher, who will no doubt be a gallant officer, and especially the proficiency exhibited in the use of arms and military drill, afford assurance that it may be relied on for future emergencies.

Temple.

John O. Staples, Simeon Hackett, *Committee.*

The national army draws from the school army :

In visiting the schools, especially in winter, we have not found as many large scholars in attendance as in former years; some of the young men from nearly all the districts, having enlisted in the army.

To persons residing in the populous towns, it would seem a great hardship to be reduced to the necessity named below :

In this district there is no school-house, and only two families, and these are so widely separated that the small children could not go from one house to the other. Hence they had short schools in the winter at both houses, which was the best they could do.

In a few instances, families living in remote parts of their districts, have received their share of the money for family schools. In this way and in no other, can some of the children in town be saved from growing up in entire ignorance. We know not now of a single family having scholars between the ages of four and twenty-one, that has not derived more or less benefit from the money raised for the support of schools.

South Berwick.

Joel Baker, *Chairman of Committee.*

Mr. Baker represents the schools of South Berwick as in a prosperous condition, on the whole. Here is room for only his closing paragraphs :

The machinery with which our system of public schools has been kept in motion the past year, has run with as little friction as is common, considering the materials of which it is constructed. That every school in town for a whole year should be a successful one is hardly to be expected. That there should be no unfortunate selection of teachers, or no teachers approbated who are not worthy, is not reasonable to expect. With the utmost care on these points, one who is partially unfit for the station—like the running of a steamer past a blockading squadron—will occasionally find his way into the school-room. The trouble in this matter lies just here. One who is duly qualified according to law, has not always the requisite qualities of a teacher; which fact is only developed in the school-room when it is too late to prevent a partial failure of the school. The most that can be done in such cases is, to cut the term short by closing it at as early a day as practicable, trusting to the future for a more profitable expenditure of the money.

Abating the drawbacks mentioned in the preceding district reports, our schools the past year have been good. Teachers, with a few exceptions, have been judiciously selected, thorough and practical. As a whole our schools are in a prosperous condition, and our children are receiving in them much practical instruction. The moral tone of them is also good. And a salutary influence in this direction, has been exerted the past year by many of our teachers.

Surry.

C. K. Higgins, *Supervisor.*

The Supervisor reviews briefly the condition of the schools. He cannot give the statistics desired, because of the failure of teachers to make their returns; an evil, the effects of which are seen in the defective returns of a great many towns. He concludes with these remarks:

In my visits to the schools in town, I have endeavored to impress upon the minds of the scholars, that this one evil—irregularity in attendance, is the foundation of all other evils in the schools, and have charged them to guard against it. And the teachers for the past year, one and all, have used their best endeavors to induce the scholars under their charge to be punctual and regular in their attendance on the school. Now, if parents have done all that could be done by them, to secure the regular attendance of their children at the various schools in town, and supervisors, teachers and parents, have all failed to accomplish the object, what course shall we next pursue? Let us make one more combined effort; and let parents visit the schools in their several districts, at least, once each term, and encourage the teachers and scholars by their presence in the school-room, and thereby awaken an interest in the scholars that shall stimulate them to make every effort to be studious and regular.

Winthrop.

E. Marrow, *Supervisor.*

Mr. M. omits to report the schools in *District No.* 4, because it is under a "Board of Directors," who have the care of it. The Law probably needs a slight amendment by which this kind of omission may be avoided.

"Old Winthrop" parts with "a poor old school-house":

"The poor old school-house" that has been an object of many a blank cartridge from the siege guns of former school officers; has finally been demolished by its own forces. The owners of this structure have razed it to the ground, and intend to build a new house before the commencement of another term, one that shall be alike creditable to the district and beneficial to the school.

A reward of merit in an unusual form:

This school, for its good behavior and improvement, merits, as it will doubtless receive, the benefit of a few dollars expended in repairs upon the school-house.

General conclusion:

In the brief mention I have made of the condition of our schools, I have endeavored to represent them, as, in my judgment, they really appeared when I visited them.

If what I have said of any school differs materially from the opinion of those closely connected with it, it may be that we differ as to what constitutes a good school; but it is much more probable that our conclusions were formed at different

times, and under different circumstances. And here permit me to say that the safest and most satisfactory basis for a correct opinion upon any subject or branch of business, upon which we are qualified to judge, is to give it a careful examination *in person*. Yet it will not be denied, that men who are ever watchful of the doings of their servants, in other matters, will sometimes, allow the money appropriated for the support of their schools, to be expended without their knowing, for the time being, anything of the government inaugurated, or the mode of teaching, adopted in those schools,—save what they hear; and this in many instances from those whom, were they orphans, our State law would deem too immature in judgment to nominate their own guardians.

Falmouth.

A. F. Winslow, *Supervisor.*

Mr. Winslow presents a very full and particular report of the condition of the schools of which he is Supervisor, and in two of which he was a teacher. There is room here for only a few paragraphs. In the first, he appeals to school agents:

Have you done your duty for the past year? Have you notified me when your schools were to commence and close, as the laws require? Have you exercised your best judgment in employing teachers, without partiality toward relatives or particular friends? Have you, if you have employed such, consulted the wishes of your district first?

Have you been careful to purchase suitable wood for your school-house? Have you seen that your school-houses were in good repair, at the commencement of each term; provided with blackboards, etc.? Have you properly filled your blank returns and passed them to the municipal officers? Have you used your influence in sustaining your schools and inquired into their prosperity? Some have given the notice which the law requires, and many I have neither seen nor heard from during the year. Do you know that by law, one dollar for each day your schools have been in session, till you notify me by law, can be collected of you? Many would have to forfeit for the time of their whole schools, winter and summer. You should not send teachers to the Committee or Supervisor, when you are in doubt as to their skill in governing. If the teacher can answer the questions asked, he is entitled to a certificate. No matter how unsuccessful he has been, or if he is wanting of the requisite good sense. Use more care in this respect.

He contrasts his own town with another:

Our schools have been very short, for the reason that but little money was raised to support them. It is a time for economizing, we know; but would it not be advisable to curtail other expenses, less important, rather than to deprive the children of the privileges due them. Notice the contrast:—The small town of Castine, with 1,357 inhabitants, raises two thousand five hundred dollars, while Falmouth, with 1,565, raises only one thousand one hundred and eighty dollars. Castine, with five hundred and twenty scholars, four dollars and eighty cents per scholar; while Falmouth with six hundred and fifty-three, one dollar eighty cents per scholar. Shall we not raise more?

BROWNVILLE.

W. S. SEWALL, T. A. SMITH, *Committee.*

Passing over many excellent hints scattered through this report, I find room for only the following general remarks:

It will be seen from this report, that the schools in this town, with some exceptions, have made advancement in *order*, *application* and *instruction.* Although the teachers have not, in all cases, adopted the best mode of instruction, or pursued the best course of discipline, or secured the most perfect order; still, it is believed that an effort has been made in this direction, and some approximation to this end. It is truly desirable that *all* our teachers look to a high standard, and aim after more excellence in their vocation. And it is highly important that *some* take more pains to qualify themselves for their duties. A term or two, of instruction in the art of teaching, at some county institute, or in some teacher's class at the academy, would be great help to them. And now-a-days, this is almost an indispensable requisite to success as a teacher; and quite a "*sine qua non*" to patronage. Indeed, a teacher who does not avail himself of such advantages, will find himself quite behind the times in the business of instruction.

Many of those who aspire to the teacher's office, seem to suppose that an acquaintance with the necessary book knowledge is the all-sufficient qualification. But in this, they make a great mistake; an innocent one it may be, but no less a mistake. A station of so much responsibility and influence, cannot be well filled without a good share of common sense,—some natural or acquired tact in the business, and a pretty good knowledge of human nature.

Before closing this report, it may be well to say there is a deficiency with our teachers in filling out their registers. The fact is nothing new; neither is the naming of it here. A full return cannot be made to the State, unless the registers are completely filled up, and no register is properly filled, unless every question is answered.

ORNEVILLE.

JOEL ADAMS, *Supervisor.*

The Supervisor submits only some general statements in regard to school matters in his town, without a review of the separate schools. What he says of supplying the town with books, through an agent appointed for that purpose, seems to be worthy of consideration by other towns:

Let him cause a list of these books to be posted in every school-room in town, and also give a list to every teacher, with his certificate, requiring him to use no other books. Let the town see that the books are kept for sale in town. As it now stands, it is literally impossible for parents to ascertain what kinds of books are required, or to find them when they do know what kinds are wanted. To remedy this evil, we would respectfully suggest the propriety of towns purchasing books sufficient for one year, by raising money and sending directly to the publishers; thus securing them at the lowest figure, and placing them in the hands of agents in convenient locations to accommodate purchasers. Of course, credit would have to be given in

some cases, for the convenience of poor families with a large number of scholars. These are only suggestions for your consideration, which if promptly and faithfully carried out, would doubtless result in an actual saving of ten per cent. to parents, and an advance of twenty per cent. in the improvement of our schools.

LITCHFIELD.

G. C. WATERMAN, B. W. BERRY, B. F. GRANT, *Committee.*

The Committee find a pattern teacher:

The agent was fortunate in securing the services of an experienced and successful teacher, Mr. D. L. S. The course of instruction was thorough, and the government mild, but decided. The classes in spelling, in the sounds of the letters and Mental Arithmetic, were particularly interesting. Some maps drawn by the scholars, were exhibited, which were well executed. The interest of the school was good; with less truancy than usual. Mr. S., in his register, in addition to the returns required by law, gave the *punctuality*, *deportment* and *improvement* of each scholar.

Good qualities in another teacher, and the necessary results:

This teacher brought to his work a well disciplined mind and a *heart devoted* to *his business.* We found both teacher and pupils interested, and were much pleased with the appearance of the school.

Of another school and its teacher:

Those in Arithmetic were thorough. The classes in Algebra did themselves much credit. The first class of three young ladies finished Smyth's large work, and were ready on difficult questions. The teacher is a great worker in this branch of study, and was determined to make those committed to his care, understand the science of mathematics. Other studies were not neglected.

A good reason for improvement is found in the united efforts of teachers and pupils:

The school was quiet and orderly, and the recitations showed that the teacher had faithfully performed her duty, and that the scholars had seconded her efforts for improvement.

A lady teacher in the same school, summer and winter.

This school has improved greatly under the instruction of Miss D. The scholars are quiet and orderly, prompt and studious. The method of teaching was thorough, concise and interesting. Miss D. evidently understands the art of teaching in an eminent degree, and gains the respect and affections of her pupils, which is an essential element of success. The winter term was under the charge of the same teacher, and was conducted in a manner highly satisfactory. The order was good; the teaching exact and thorough, and the moral influence salutary.

A question asked and answered:

The question naturally arises, how may the interest of our common schools be increased?

First. By holding all connected with the schools to a strict legal accountability. The selectmen of the town should withhold payment—as required by law—from all teachers, till they make return of register properly filled. • Agents should notify the committee in writing, of the time schools are to commence, and probable length of schools, and should make the returns required by law, or suffer the legal consequences of their neglect. Teachers should be required to fulfil their duties in their schools, and to make full and complete returns seasonably.

Second. Parents should insist on the punctuality, diligence and good behavior of their children; their submission to the regulations of the teacher, and should frequently visit the school, to learn from actual observation, what their children are doing, and whether the school is a profitable one.

NORRIDGEWOCK.

EDWARD STONE, *Chairman of Committee.*

Mr. Stone has acted by desire of other members of the Committee, as the Supervisor of the schools in his town. His report shows a high degree of success in the efforts of teachers and their school officer. The cause of this may be seen in the opening paragraph :

Two years ago, your Committee, after careful consideration, determined that their best service to the town and its children, would be; to see that none but competent teachers should enter our schools; and they have accordingly raised the standard of qualifications as high as they could and get the requisite number of instructors. The wisdom of their decision and action is indicated by the fact that no complaints, formal or informal, have been made during the whole year,—a fact in striking contrast with our experience two years ago. No pupil nor teacher has been removed. With few exceptions the schools have been full to the very end of the terms. There has been unwonted enthusiasm among the agents. One said he meant to have the best school in town, and he ought to be well satisfied with the result. Another, declared that he meant to have a good teacher at any price, and he was successful.

We congratulate the people that this spirit is abroad, because no district can afford to pay poor teachers. The children's minds come out of such training starved and dwarfed, as cattle come out of the barn in the spring, when they have been fed on poor hay.

All the schools have made good progress and been managed without the least insubordination.

Young Samsons show their strength, but abuse their privileges :

District No. 8 is again indebted to the Academy for a convenient home for its surplus children. It is to be regretted that some of the older scholars were more neglectful of the repeated favors of the trustees of the institution than became young gentlemen of their age and acquirements. We will call no names this time, but we are bound to inform the inhabitants that the juvenile Samsons tugged at two or more pillars of the structure, and actually threw down one, though luckily the edifice did not fall upon their own heads.

Many cases similar to that recorded below, are reported from other parts of the State:

The school in one district was suspended during the warm season by a fearful mortality. The winter session opened with ten missing faces, nearly one-third of the ordinary attendance gone to be educated in another world.

The experiment of employing female teachers in the winter schools, which has been urged so frequently in my reports and elsewhere, has been tried in this town more thoroughly than is elsewhere reported, and with marked success:

Only one male teacher has been employed in town during the past year. Five schools, taught by masters the previous winter, have been supplied by mistresses the season just ended, to the decided advantage of the children. All of them have been in the higher class of our instructors; four of them superior to their predecessors of last year.

The only doubt about employing females in the winter, has arisen from fear lest they should fail in government. We believe they excel, but any way, all doubt is dissipated among us. No. 8, one of the most difficult schools in town, has been completely managed by mistresses two years. And Nos. 6, 9, 10, 11 and 13, have been successfully controlled under the same mild discipline for the past season.

The money result of the experiment is quite decided. The above mentioned five districts have had an average increase of schooling above the previous year of two weeks and a fraction; and they have paid for female teachers, one dollar and seventeen cents less per week than they paid for male teachers a year ago. By comparing the wages of the winter terms of districts 3 and 8, we get a more striking contrast. The master in the former, gets ten dollars per week, while the two mistresses in the latter were hired for eleven dollars and seventy-five cents. Deducting board, the male teacher pockets the same compensation as the two females.

The scarcity of male teachers, in consequence of the drain for the war—the cheapness of females and their superior, more christian government, it is hoped and presumed, will throw the instruction mainly if not entirely into the hands of the latter, for the present, at least.

Persist in the work of improving the school-buildings:

Let the voters of the districts at their annual meetings examine their school-houses and premises. Let them put the buildings in thorough repair, whitening and painting the walls, smoothing the desks, cleansing the out-houses, and *repeating the cleaning weekly.* Let them declare by formal vote that every injury shall be repaired by the offender, that in case of neglect to do so, the agent shall compel him to pay double according to the law of the land. Upon such a basis the teachers and Superintending Committee can hope for success.

Fellow citizens of Norridgewock, will you take initiatory steps to save your children from corruption and your property from being whittled down? Will you give your school-houses a name for neatness in this Commonwealth? It remains with you whether you will execute what your better thoughts must ever demand.

Brooksville.

B. Dodge, *Supervisor.*

Mr. Dodge makes a brief report, with valuable suggestions, from which we make a brief extract only :

The Committee chosen to re-district the town, peformed that duty, and made the number of districts twelve instead of fourteen.

Laxity in government has been the principal failure in our schools the past year, and we might add to this, *want* of *invention* on the part of the teachers.

Our teachers need something besides an acquaintance with the books from which they instruct. They need the power to *originate methods* to interest the school, and kindle new zeal in the minds of scholars who do not feel particularly charmed with the idea of study. To have our schools what they should be, parents, teachers and the committee, should feel themselves bound to act together, and do all in their power for the welfare of our children.

Sebec.

J. Lamson, *Supervisor.*

The Supervisor sends but a brief report. He complains of agents who have neglected their duty; of poor school-houses where the children freeze; of a change of books in one district, without authority: but bears testimony to the general success of the teachers :

But though there may have been instances in which teachers, having little taste or talent for their profession, but laboring only for the money it brings them, have, doubtless, made a drudgery of their business, and toiled on from day to day with little pleasure to themselves and less profit to their pupils, yet I believe there has been generally a laudable anxiety on the part of the teachers for the improvement of their pupils; that they have endeavored to do their duty, and have given general satisfaction to the parents and won the esteem and affection of the children.

Your Committee have presented no Utopian theories, have aimed to avoid schemes which might *seem* such. They have not asked you to do the first thing which you will deny your obligation to perform. They have only endeavored to point to the duty that lies before you, which you can fulfil. Will you pardon them for repeating their request to you, to look to your school-houses, and their appurtenances. Not that yours are more unsightly than those of your neighbors; but would that we all might take an honest pride in having comely, tidy and comfortable homes for youthful study. Our children will be better and happier, our farms worth more, and the passing stranger will not forget them as he portrays the beautiful scenery of the grand Kennebec. May we warm and glow with enthusiasm at the thought of making some sacrifices for these we love best, those who will so soon take our places to bless us or to curse humanity.

Citizens of this town, you can now point with pride to a twofold success of a two year's progress, the introduction of a superior class of teachers and the general substitution of female for male instructors. In our opinion we are ready now for the

next great step—more thorough teaching, even to the degree of perfect recitations. We have long been aware, that here was the most serious defect in our educational department and have pressed the evil upon both scholars and teachers with reiterated urgency.

Salem.

W. S. Heath, *Supervisor.*

Of the school in District No. 1, the Supervisor says:

Of this school I have but little to say, as I kept it myself. It was the most forward school in town,—a pleasant school with a poor teacher.

After some brief comments, Mr. H. says:

But few of the schools came up to the true standard of excellence. And what is needed to attain this, is better teachers. The cause of education demands that the standard of qualification should be raised.

Greene.

H. S. Hill, *Supervisor.*

Mr. H. notices in one school special pains taken by the teacher in elementary training:

The teacher labored hard for the advancement of her pupils, taking up many of the first principles which had been previously neglected in nearly all the branches pursued. Reading, in particular, was made a *study*, and not merely an exercise. The school was very successfully conducted and one of the most profitable in town.

Of another teacher he says:

Her chief aim seemed to be that her scholars should perfectly understand what they passed over. Hence her success.

He labors with the teachers, to have this want of thoroughness remedied:

At my first visits to the schools, I found a large portion of the scholars were sadly deficient in the first and most important principles, both in Arithmetic and in Reading. But very few could distinguish a vowel from a consonant. In almost all the schools, these matters received due attention, and commendable progress was made.

He expresses a just sympathy with teachers:

If there is any one, who demands the sympathy and support of the community, it is the teacher of public schools. A few of the parents—in one or two districts only—have visited the schools. There is nothing that will encourage a teacher more than to have parents, who feel an interest in the welfare of their children, visit him, not for the purpose of criticising and fault-finding, but to encourage and assist him. A half-day, a few times in the course of a term, can be spent to no better advantage.

He pleads for apparatus:

Another thing prejudicial to thorough and rapid improvement, is the want of

proper apparatus. None of the schools have anything of the kind except a black-board, and in some cases *that* is very poor. Each district should possess a globe and outline maps at least. There are no attractions in a school that has only four bare walls, and whose exterior is equally uninviting.

Buckfield.

Thomas P. Chase, A. P. Bonney, *Committee.*

The very able report of this Committee closes with the following intelligent suggestions:

And here we wish to make some suggestions, which we think will commend themselves to everybody. No one can visit our schools, without feeling that the great fault in them is a lack of sufficient interest and enthusiasm. The mind of a child has "long, long thoughts," is unsteady and impulsive and unless by some means it can be fixed upon its lessons, it wanders, and the scholar either becomes dull and stupid, inclined to sleep, and regardless of his duties, or else, if of a more active turn of mind, finds in mischief and play, that employment and diversion of his mind, which, if he cannot find in his studies, he must and ought to find in some other way. It is of no use in such a case to say to a pupil, "*you must study*," or "*you must keep still.*" There must be something more; and your Committee have seen school-rooms where it was a moral impossibility for children to study or keep still; and where the unfitness of their teacher almost justified them in doing anything else rather than studying and keeping still. There must be, in short, in the teacher, that peculiar faculty of constantly interesting the pupil, of making his tasks delightful and engaging, of stirring up his ambition, and of exciting his attention by resorting to variety and novelty, and art, in the conduct of recitations and the general exercises of the school-room. To be sure, it is difficult to find always a teacher who has this faculty, but at least care should be taken to secure teachers not altogether destitute of it. It is doubtless to be taken into consideration that for the small compensation we are obliged to pay, we cannot procure the best teachers; and that many of our teachers are not teachers by profession, but engage in the work for a term or two as an employment that occupies their time temporarily, and furnishes them with money for the rest of the year. It must be remembered too, that it is difficult for a teacher to endure the labor of keeping up, day after day, through the summer weather, the effort to interest and inspire her scholars. There comes by and by, after the first few days, a general indifference to the progress of the school. The teacher begins to get weary and to look forward to the end of the term. The scholar immediately catches the infection and grows idle or mischievous; the recitations become mechanical, and you cannot see that they differ to-day from what they were yesterday. A general atmosphere of dullness and indolence overspreads everything. The faces of the children lack expression. And that something is wrong is apparent from the fact that no sooner are they released from school, and in the open air, than they are changed in a twinkling into another set of beings; their eyes brighten; their faces look intelligent; their voices are enlivened; simply because they are now engaged in something—be it play or what not—in which their interest is secured and their feelings enlisted. Now, why cannot this principle be extended to the school-room? You can make children enjoy play. You can make them pursue it

with zeal and life. You can interest them in dancing, and in stories and in *Sunday* schools. Can it be that our common schools are the only place in the world, where they fail to find themselves entertained and alive? That this is not true is proved by the fact in our own town your Committee have had the pleasure of visiting school-rooms, where there was altogether a different state of things, and where the scholars were a busy little world, studying their tasks with a zest. But in other cases, your Committee were too well aware that the success of the schools arose from continued and exhausting labor on the part of the teachers, who felt that they had no assistance to look for, outside the school-house.

After all, we come back to the old propositions, which Committees have so long labored to enforce; first, pains should be taken to secure competent, active, zealous and conscientious teachers, and secondly, they should be sustained by the interest and aid of parents. See to it that your schools are not left to the supervision of the Committee alone. Interest yourselves in the performances of your children, and then observe how quickly *they* will interest themselves in them. Follow them to school, talk with them about their lessons, and about the events, and rewards, and incidents of the school-room, and you will thereby remove from their minds the idea that study is a dradgery, and the school-house is a mere machine-shop. With live teachers, and with a community interested actively in the education of its children,—and under no other circumstances, shall we have schools worth the money and time expended in their support.

Greenwood.

Willard Herrick, W. G. Whittle, *Committee.*

The delinquency of agents and the non-attendance of scholars, occasion great regret to this Committee:

Your Committee find it necessary to come before you with a very partial report, in consequence of not having received a sufficient number of registers to be able to give a fair report of each district and term of school; therefore, it must be of a more general character. The schools have, we think, fully sustained their former reputation, and in many instances, through the energy of good teachers, have made decided advancement.

It is a sad task, however, to contemplate the amount of idleness in our town, on the part of scholars, caused either by the neglect, ignorance or willfulness of parents in not seeing that their children attend school regularly. Perhaps you would think us far from right, if we should say that not more than one-half of the scholars in town attend school either in summer or winter. But taking the registers for our guide, and going back to the school year ending April 1, 1861, which, we think, is a fair sample, we find the whole number of scholars in town was 314; number registered in summer, 263; average attendance, 165; number registered in winter, 243; average attendance, 182; which leaves nearly one-half, taking the average number who did not attend school in winter, and more than one half who did not attend in summer. The amount of school money which the law required to be raised, between the years 1850 and 1860, was nearly $671. Since 1860 it is only $526.80; which makes it necessary that scholars should be more punctual in attendance and more studious, or learn less.

Bangor.

Joseph Bartlett, *Chairman of Committee.*

The report of the Bangor Committee is a valuable document, received too late to allow large extracts to be made from it. The schools of this city stand very high, in point of excellence; the result of careful and efficient supervision. The course of study extends through a five-fold gradation; the high schools covering the preparation for college, in the classics, and the more important English branches of a college course.

By a special arrangement for another year, it is hoped that the Superintendent's Report may cover a comparative view of the educational condition of the schools in our cities, and larger towns, more particular than any which has yet been presented.

The compensation of teachers is well presented in the following paragraphs:

These laborers are peculiarly worthy of their hire. The corps of public school teachers in this city numbers about eighty. The amount of labor which they perform annually, in the intellectual and moral training of our youth, is almost inconceivable to those not officially connected with the schools. Interest and pride alike inspire in them a commendable rivalry, especially those in the same grade of schools. Each teacher in the respective grades strives to excel the other in the excellence of his school, and to secure the approbation of the Committee and the parents of his pupils. They are more deeply and immediately interested than any other persons in the preservation of good order in their schools. Inability to do this is fatal to the prospects of a teacher, as much so as incapacity to instruct youth. The task of the successful government of a school of fifty to seventy or a hundred youth, from half as many different families, is, of itself, enough for one person. Superadd to this the task of instructing youth in a variety of studies, which can be done successfully only amidst quiet and good order, and it is seen at a glance that upon the teacher are imposed two such tasks that a failure to perform either contemporaneously is fatal to the hopes and aspirations of those who attempt it. No person can be retained in employment as a teacher after incompetency for either of these tasks is demonstrated to the Committee. The two-fold task must be successfully accomplished, or the much desired and in most cases much needed employment for wages is necessarily terminated.

Other considerations in respect to teachers have weight. The large expenditure of money, time, and severe application requisite to qualify one for the profession of school-keeping, is not to be thrown away by a failure to achieve success through a want of industry and courage to encounter the trials and ever recurring obstacles that lie in every teacher's path. All the motives are for success in the profession. Success ensures the desired employment, and this service should, above all others, receive an adequate reward.

The Committee have reason to be proud of the corps of teachers in the service of

the schools during the past year. Parents and pupils alike have reason to be grateful to them for the fidelity and zeal with which they have performed their daily tasks.

All the teachers whom the Committee have retained in the service are competent, faithful and efficient, though there may be shades of difference among them in the degree of their efficiency and usefulness. The greater portion of them rank as first class teachers, and have given entire satisfaction; the others rank high above mediocrity, and are improving daily as they have opportunity for more experience.

A considerable number of these teachers have habitually devoted to their pupils more hours of labor daily, than the prescribed number of hours for the daily sessions. Assistance to pupils in indvidual instances, and the recitation of omitted lessons by absence, or of lessons not fully prepared through idleness or indifference, are usually postponed till after the usual school hours This practice prevails much more extensively in the three higher grades, though it is quite common in the lower grades; yet no one of these teachers has ever asked for or received any compensation for this voluntary yet valuable extra service.

Such being the qualifications, character, and good success of our public school teachers,—all but two or three of whom are of our own citizens and households, and were educated for their profession in our own schools,—it was with extreme regret that the Committee were obliged to reduce the amount of their compensation for services the last year. Their compensation before this reduction was fully merited for the service rendered. It has this year been too low, and for stronger reasons than those existing at the commencement of the school year, should in simple justice be materially increased.

To effect this a large appropriation, of a sum not less than that of former years, should be made hereafter. The Committee earnestly commend these considerations and this recommendation to the attention of the City Council.

The theory of our institutions is compensated labor. If the labor of our public school teachers be not properly classed in that of the industrial pursuits productive of material wealth and prosperity, it is simply because it has just claims to a higher rank, in the higher domain of intellectual and moral culture, of the arts and sciences, which lie at the foundation, not only of all industrial pursuits but of all professions in life. The farmer, the mechanic, the artist, the professional gentleman, all were beneficiaries of our free public schools, and from them derived the elementary qualifications of success.

Are not our public school teachers, above all others worthy of their hire? Should not the compensation of their labor be the last to encounter the implacable pruning-knife of retrenchment and reform in our public expenditures?

Princeton.

James Spencer, *Chairman of Committee.*

Mr. S. makes but a brief report. A plan of supplying the children of poor parents with books for present use, is suggested in the following paragraph:

There is a deficiency of books in nearly every school district. No. 1 raised a tax two or three years ago, and purchased a school library, which afforded every scholar

the opportunity of obtaining the use of such text books as they actually needed. This system we would recommend to the other districts, for by so doing, the necessity of leaving seats to borrow books, or of the scholars sitting idle for want of something to do is entirely avoided. If there is a library of text books common to all, there is no difficulty in classing each scholar; but as things now stand, there are, at least, one third more classes than there is actually any need of; thereby taking up the teacher's time for nothing.

The school-house in No. 1 is preserved, while that in No. 2 is desecrated:

The school-house in District No. 1 is, and has been, kept in better repair than any other in town. It has always been the custom in No. 1, as soon as school was closed, to fasten the doors and windows and thereby prevent the house from being needlessly injured, but in the other district it has been quite different, a considerable portion of the time; and not unfrequently has the school-house in No. 2 been used for a gambling saloon.

Suffer a word of exhortation:

Do not give credence to every silly tale that your children may tell, but weigh the matter carefully and if it is one of importance, in which your children differ with the teacher, go and talk the matter over with him; in no case speak disrespectfully of the teacher in the presence of your children; for evil influences that come from home are the hardest for teachers to contend with.

PARSONSFIELD.

E. S. WADLEIGH, SILAS MOULTON, ALVAH DOE, *Committee.*

The Committee experience the usual difficulty with school agents:

We have this year, as in former years, experienced great inconvenience from the neglect of agents to perform their lawful duty. The statute provides that if any agent neglects to give written notice to the S. S. Committee when any school in his district is to commence, and whether it is to be kept by a master or mistress, and how long it is to continue, he shall forfeit a dollar for each day the school is kept before the notice is given. Very few of our agents have fulfilled the requirements of the law; while many are liable to a fine of one dollar a day, for the time their schools have been kept during the year.

The importance of commodious and pleasant school-rooms:

Many of the school houses in this town are in a poor condition. The school-room is the nursery for the existing generation. How important, then, that with all its conveniences, beauty and attractiveness should have place. It should possess an attractive influence that will take hold of the scholar's affections in such a manner as would counteract all other influences, and help correct the evils of tardiness and frequent absences. No school will sustain good order steadily, when the scholars have too free communications with the outside, or are in danger of being entrapped by holes in the floor.

Robbinston.

E. H. Balkam, Walter S. Vose, Richard V. Hayden, *Committee.*

The Committee comment on decrease of numbers:

The number of scholars in town is annually becoming less. As a consequence, the town's share of the State appropriation is diminishing.

While other taxes are in no wise lightening, the town will not be likely very soon to materially increase its school tax. These things admonish us to look well to it, that our children be not deprived of any part of the limited means of education at present enjoyed. Your Committee are decidedly of the opinion that our town has been divided into too many districts, and that we should begin to consolidate. The smaller districts united, could, with their united means, command better teachers and enjoy longer schools. It is an established fact, that in schools of tolerably large numbers, there exists more of healthy stimulus to the minds of both teacher and scholars, and that better progress may be relied upon.

Commendation well bestowed:

The school appeared very orderly, and the conduct of the scholars, both in school and upon the street, was exemplary. We think a decided improvement has taken place in the out-door conduct, as well as in the scholarship of the pupils. The teacher reports to the Committee, that he has devoted much attention to the instruction of the school in reading and spelling. The improvement in these branches was marked. The manner of teaching reading was such as to assist the pupils to an understanding of what they read; a prime necessity to good reading.

The Agent's duty in employing teachers is properly set forth:

This is so important a duty as to demand the exercise of the best discretion; and upon its proper and wise performance, more than upon anything else, depends the interests of the school. While your Committee would abate nothing from the importance of that moral support which our schools claim from the whole community, of the paternal care and sympathy due from parents and friends, or of a lively interest and proper supervision on the part of the Superintending School Committee, they deem the selection of the teacher of more consequence to the school than any of these things. He is the soul and center. It is his duty to draw out the young mind, and by the inspiration of his own ardor, allure it to explore the delightful fields of knowledge; or he may, by his indolence and stupidity, dull and drag down the aspirations of youthful genius. You do not expect perfect teachers; but your ideal should combine talent, taste and refinement.

Change of teachers, and the consequences:

Writing has received more attention than formerly. A very great disadvantage in learning to write is the frequent change of teachers. The scholar is striving to acquire the art of penmanship under the direction of one teacher, when in comes another, who puts him upon a different style; his handwriting does not become fixed, as it would under long practice with the same teacher. The same is in some degree true of other studies. Each teacher has a different way. What he thinks it very important to have learned, the next may take equal pains to have unlearned, when

perhaps the difference is merely a distinction without a difference. These considerations show how desirable it is when a good teacher is once obtained, to secure his services for successive terms.

Children should be taught their first lessons at home:

The idea of perching up little fellows on benches, with feet dangling in air, three hours, or even two, in each half day, to receive as many minutes' attention, is preposterous and cruel,—better far that in the home circle letters should mingle with play and frolic; and let no parent plead a want of time, who can find any time to follow the fashions of the day.

Damariscotta.

W. H. Evans, *Supervisor.*

With many other excellent ideas, for which we have no room in this report, we find the following upon the need of better training for teachers:

I have been impressed, also, with the need of securing the services of a higher grade of teachers than has been sought for in our schools commonly. The time is past, it is to be hoped, for any such idea to be in vogue, that almost any person with a little smattering of the common English branches, can succeed very well as a teacher. The simple truth is, that there are not many who are "apt to teach," or have the natural or acquired ability to impart instruction. Teaching is both a science and an art, and has to be acquired like everything else of the same nature. Its principles must be understood, as well as the art of putting these principles into practice; and in no school hardly is there so much need of this kind of knowledge and ability to teach, as in those very schools, where according to the judgment of many, almost any one will answer. I would put some of the best teachers in the primary and intermediate schools, on the principle that the foundation of knowledge should be the best and most thorough possible.

A grand difficulty exposed:

Mr. W. is an adept in the profession, understands well both how to govern a school and impart instruction; but he met with the same difficulty just alluded to. There were some scholars, he told me, who had not averaged, in their attendance, more than a fifth part of the time; and yet the parents found fault because these children had not learned more at school. Can it be expected that any amount of labor on the part of the teacher will make up for irregularity of attendance on the part of the scholar? The great curse of this school obviously is lack of constant attendance of the scholars. If the people of this district desire a good school, for which there exists as good material as can be found in town, they must remedy that glaring defect.

Discourses of a school-house in bad odor:

The building now used for a school-house in district No. 4, is well adapted, no doubt, for its original purpose, but it is unfit to put children into, either in summer or winter. In summer an old tannery does not emit the most pleasant of smells,

and in winter there is altogether too much ventilation for comfort. The district ought either to put up a school-house or divide itself between the adjoining districts.

A gratifying interest manifested by *some* parents:

I have noticed, also, with pleasure, the interest taken by many parents in the schools where their children attend. But there are many indications that in every district in town there are some parents who do not seem to care whether their children receive any mental culture or not. The school record kept by the teacher is an excellent test, commonly, in this particular. The names of those scholars who are frequently absent and tardy, designate in nine times out of ten the regard which parents have for the education of their children, the interest they take in the welfare of the school. It is an almost invariable rule—exceptions rare—that the children reflect the views of their parents in this, as in any other subject. I have found it true commonly, that parents who appreciate the advantages of education and desire their children to share in its benefits, will send good faithful scholars to the school-room, so that ultimately the foundation of a good school is formed in the family, and here if any improvement is to be made in our schools, making them efficient and productive of the highest and best results to the scholars, must the improvement begin. Parents must appreciate the incalculable blessings of education, both mental and moral, and until this be done, no permanent reform can be expected, no higher grade of schools will be likely to exist. "The stream will rise no higher than the fountain."

Greenfield.

John White, R. Johnson, *Committee.*

This Committee close their very brief report with a few suggestions upon the subject of studying history in their schools:

Your Committee would further recommend that the study of history be introduced into our schools. We find that the scholars are generally very ignorant about history. We have in fact examined teachers who were well qualified in all other respects, who were very deficient in this respect. It is a time now, above all others, when children should study history. They ought to know what our free schools and free institutions cost, that they may better know how to prize them. It is as true as it is sad, that very many of the people of good old New England, renowned for being the home of education, renowned for being the birth-place of free schools, are doing all in their power, secretly and as openly as they dare, to aid the present rebellion, which is aimed at free institutions.

Hampden.

S. W. Matthews, D. C. Burleigh, *Committee.*

This report contains a very full and particular exhibit of the school affairs of Hampden. From the miscellaneous comments of the Committe, we take the following paragraphs. In the first an *unusual* compliment is paid to *parents:*

The order was good; the scholars rendering a cheerful obedience to the rules of school. We observed an almost entire absence of whispering, and a pleasant and respectful deportment which showed that *good parents* at home had exerted a sound and healthy home influence, and joined the duty of obedience to *teachers* as well as parents.

Another school exhibits a painful contrast:

An examination of the sad condition of this school, discloses two principal causes of failure; a want of coöperation and interest on the part of parents, and consequently a want of interest on the part of scholars. This state of things has existed to a greater or less extent for many years, until it has become a chronic evil. We fear that home government has grown lax. Young America is *rampant*, and parental influence for good, *couchant*. The scholars complain, parents echo those complaints, and thus a reflex influence is exerted, prejudicial to the school, and ruinous to the young. If parents would be careful how they speak of teachers and schools in the presence of their children, visit the schools, and act like sensible men and women in the matter, we should hope to see a new era inaugurated. Until that is done, no teacher, however faithful, however well qualified, can succeed in the district as he might otherwise do.

An unwarranted proceedure on the part of a teacher:

The teacher assumed the responsibility of suspending the school on Wednesday afternoon, contrary to the advice of your Committe and the express wishes of the district. We do not understand from the agent that he employed the teacher on any such condition.

Conclusion of the whole matter:

The common school system, imperfect though it is, has nevertheless given to New England a character for intelligence second to that of no people on earth. By the facilities which it offers, the son of the poorest man may become the peer and even superior of him upon whom Fortune has, from his birth, showered her golden favors. It is truly a *common* school system, from which the wealthy are not debarred, but within which they can claim no peculiar advantages. How jealously, then, should it be guarded, how protected, fostered, nourished. To this end, parents should exercise a personal surveillance over it. They should frequently visit the school, cultivate the acquaintance of the teacher, encourage and advise, and thus prove by their acts that the education of the young is an object of deepest moment to them.

GRAY.

ALBERT H. SAWYER, JAMES WHITNEY, *Committee.*

They say of one school:

Some of the scholars were absent from school more than one-half of the time. If the parents in this district want their children to have an education, they must see that they are in school during school hours.

A wise course:

The teacher seemed to gain the good will of her pupils, and the order was good.

The scholars did not go over so much ground as in some previous terms, yet it is believed that they went more thoroughly.

A criticism of stiffness :

At my first visit this school did not appear well. There seemed to be a sort of stiffness on the part of the teacher toward the pupils, which if not overcome, would have rendered the school a failure. At my last visit, this independence or stiffness had somewhat diminished, and the school appeared better.

Parents at fault :

We believe this teacher to be well qualified to instruct in this district, and he labored hard to make the school profitable, but did not succeed. It is my opinion that if he had received the coöperation of the parents and scholars of this district, as he deserved, he would have been far more successful.

A teacher may create an interest :

At my first visit the scholars were orderly, but did not show much interest in their lessons. The teacher, however, was interested and faithful, and soon created an interest throughout the whole school.

The book trouble not yet remedied :

I must call the attention of citizens to the want of uniformity in the books now in use, in most of the schools in town. There are three or four different kinds of grammars used, to the great disadvantage of the school; making three or four classes, where there should be but one, and needlessly occupying the teacher's time.

Rumford.

John Elliot, H. F. Howard, F. J. Russell, *Committee.*

The Committee make a faithful report of the several districts under their supervision, with valuable suggestions of local adaptation. We copy only one paragraph :

From five hundred to six hundred dollars are annually expended by young people at various High Schools and Academies in the State, in the study of branches necessary to be taught in the schools. It is an encouraging fact that those who intend to teach have no idea of palming themselves off upon the community half qualified. Were our school-rooms, text-books and other apparatus in full keeping with the qualifications of our teachers, we might hope for great improvement in our schools.

Buxton.

G. W. Whitney, A. K. P. Meserve, *Committee.*

Among the miscellaneous items, the Committee say of one school :

While no branch of study was neglected, the paper of original compositions read at the examination would have done credit to older and wiser heads than those of its composers.

Of a teacher in another school:

Her discipline was good and mode of instruction acceptable. She is self-reliant and determined in her conduct towards her scholars, but not severe.

Good and bad qualities in a teacher:

Mr. B's school was of a very gratifying character. His discipline was good, and the scholars made good progress under his direction. Parents and scholars were apparently perfectly satisfied with the school. He neglected to return his register, consequently the statistics of his school cannot be given.

Regretting the condition of some of their school-houses, they ask:

When shall we see a change for the better? Not surely until parents learn that a good education is of more value to their children than an over-abundance of this world's goods. But we believe that most of you are already convinced of this fact. The hopeful signs seen in several districts, we trust, are to bear their fruit the coming year. Hence we leave these things to your superior intelligence, believing that we over-estimate no man, when we ascribe to him a greater love of his children than of shinplasters or greenbacks.

The great desideratum:

But the most important requisite to the success of our schools is to obtain good teachers; for without them we cannot have good schools. Too often the candidates presented to the Committe for examination are possessed of just learning enough to secure a certificate. Sometimes they have already begun their schools, and yet their general appearance is such as to raise grave doubts of their capacity for the discipline and government of a school. Such teachers are generally passed, because if refused we often get no better ones. Or again, teachers of undoubted qualifications have engaged a school in which they have but recently been a scholar; and to refuse a certificate might be very unjust, for they sometimes succeed well. The most of our failures are among one or the other of these classes. How shall we remedy this? I answer, by allowing your Committee to employ the teachers. The first class we should not employ at all, and the second, by being put in schools where they are strangers, would stand a fair chance to become successful instructors.

Camden—Megunticook District.

Samuel G. Adams, E. K. Smart, F. P. Chapin, T. R. Simonton, E. M. Wood,
Grading Committee.

No general report has been received from the town Committee of Camden. The report of the Grading Committee of the principal district, is presented nearly in full, as it contains a very good argument for the system of grading, and some of the practical results; which may encourage other villages similarly situated, to go and do likewise:

Your Committee beg leave to suggest a few facts from the statistics just presented.

1. The importance of some system of graded schools like the one we have adopted. The smallest number in attendance during any one term was 312. These divided equally among six schools, give fifty-two pupils to each teacher. If there were only fifty-two scholars to attend school in the district, the case would be quite different. There would not then be so many studies, nor such difference among individuals in advancement as we now find among our three hundred and twelve scholars. With only fifty-two scholars, we could not well have graded schools. But with 312 scholars as the least number in attendance, and with 543 in the district, we must have some graded system in our schools, or run the risk of great waste and entire failure. It is in education as in other business, if one can manage his capital single-handed, it is of course unnecessary and unwise for him to divide his work with another. But with increase of capital come increased facilities for working, and of course an increase of labor, and greater need of systematic arrangement. Our children are the capital on which we work our common schools, and the poorest parent in the district is as likely to be the greatest shareholder as the richest, and to draw the greatest dividend. We think it must be plain to every one, that some system of schools in a village like our own, properly conducted, with scholars graded according to age and advancement, and teachers able to give their whole time to a few studies will have great advantage over any arrangement that can be had, where scholars of all ages and degrees of advancement, and all kinds of studies are under the care of a single teacher. Your Committee would submit in this connection, that the amount of money raised for the support of our schools is just as necessary as cloth for a garment. If your boy needs a good looking coat, you must get him a pattern not only large enough to cover him, but to grow in. Make his coat too narrow in the back and he will burst it. Make it too short in the arms or waist, and you leave too much of him out in the weather. The question was asked last year, and by many honestly, why if the grading system would be good by raising $400, in addition to what the town allows, it should not be equally good as far as it might go without the $400? Your Committee would respectfully offer, as we doubt not the district will bear us out in, that without the $400 raised by tax, we could not have had a full pattern to work with, or must have either employed inferior teachers, or cut short the schools, neither of which would have satisfied the District or have given the system a fair trial.

2. On the other hand, your Committee would suggest the difficulty of classifying 350 or 400 scholars, making four grades out of three, and six schools out of five, so as to do strict justice to every pupil. There must necessarily be, in such a case, several scholars standing near the boundary line, separating different grades, and with the imperfect examination only that could be had, some were doubtless placed too high at first, others too low. It has been very gratifying, however, to find that with very few exceptions, parents and children have manifested confidence in the Committee's arrangement of scholars in the different grades, and we are sure that when we have arranged any one in the matter of classifying, it has been placing scholars too high at first, rather than too low.

3. The attendance upon the school, compared with previous years, is worthy of note. As already stated, there has been during the past year, an average of four-

teen per cent. of our scholars in the schools above what attended the year before. And the actual attendance of the past year, compared with the one previous, is thirty-seven and a-half per cent. greater. One reason of this increased attendance is, that a number who year before last were out of town to school, with others who would have gone, had it not been for our present system of graded and advanced schools, have remained at home. Another is, that the scholars generally have been more punctual than formerly.

The plan of teachers reporting weekly the attendance and deportment and rank of scholars to the parents and guardians, has, in most cases, worked admirably. We are sure that nothing costing so little, has so awakened a desire for improvement and a laudable ambition on the part of the scholars, and interested parents in our present system of schools like these weekly reports. That our schools have become, by one year's trial of this system, what they should be, or will be at the end of another year if sustained, we do not, of course, pretend. Looking back over the year, your Committee see many ways in which superior foresight and the experience they have gained might enable them to do better. For your Committee have been to school as well as the children. We have only time further to add, that while the present system, in its first year of experiments, has cost us not a little time and anxiety, and we can probably see as much done wrong and left undone as any in the district, yet it is pleasant to look back upon our weekly visits to the schools, and upon pupils and friends gathering in increasing numbers and interest from term to term on examination, and to be able heartily to commend the marked success in most cases, and in all cases the fidelity of the teachers.

Parkman.

A. J. W. Stevens, *for the Committee.*

The Director makes a brief report, apparently in great haste. He says of that portion of the schools under his supervision:

I have endeavored to do the best and all in my power, to promote the usefulness of the schools under my care. I think they have generally been useful.

A prophet not without honor in his own country:

Mr. H. has exceeded the expectations of his best friends. It was the first school he ever taught in town, and I think there are but few young men who can teach a better school than Mr. H. If he wishes to have justice done to his talents, he would better stay in town and teach school among his old neighbors, than to go out of town. *We need such teachers at home.*

Charlotte.

D. J. Fisher, Avery Rich, *Committee.*

This Committee are very brief in their comments. They say of one school:

This school was not so satisfactory as this teacher's schools usually are. Scholars and teachers both worked pretty well, but did not seem to work well together.

In another school the result was different, for the very good reason assigned :

A full term in this district was taught by Mr. Rich, with his usual success. Parents, scholars and teacher, were all interested, and the advancement corresponded with the interest.

Remarks upon the Town Reports.

The Superintendent has interspersed brief hints in presenting the reports upon the preceding pages; and will only add with brevity that he has endeavored, from the mass of material in hand, to make such selections as would give the most variety, and the most valuable suggestions to those who are interested in reading the Annual Report. I have given something from every report which has come to my office, except one or two which were without any mark to indicate where they came from. It will be seen by some persons who look for reports from their own towns, that their Committees have failed to perform their duty in this respect. It is hoped that a remedy will be found for this deficiency, in some appropriate legislation.

Much might be said of the spirit and value, or want of value, shown in these reports. Let them speak for themselves. I will only add the single suggestion that many Committees,—in passages not embodied in this report,—are in the habit of reporting the failures of teachers,—apparent or real,—in a tone quite too sharp and unkind. They are often guilty even, of gross inconsistency, in reproving parents for disparaging the labors of teachers in the presence of their children, while they do the same thing more severely, in a more public manner, in open town meeting, or in the printed report. Not infrequently such remarks, claiming to be made from a sense of duty, appear to be prompted by much lower motives. Let Committees have an eye to mercy as well as justice in this duty of reporting their schools.

THE PERMANENT SCHOOL FUND.

The diminution of State bounties to the public schools, by the remittance of a portion of the usual bank tax, and the prospect of a still further reduction of the same kind, renders it doubly important for us to inquire into the condition, present and prospective, of our permanent school fund.

This fund was originally created by an act of Legislature, passed February 23, 1828, which authorized the Land Agent to sell for this purpose, a number of townships, not exceeding twenty, the avails of which sale were to be set apart by the treasurer as a permanent fund for the support of common schools.

By a resolve of the Legislature of 1850, the Land Agent was authorized, with the advice of the Governor and Council, to set apart and reserve twenty-four half townships of the undivided lands, and make a record of the townships so reserved. All moneys arising from the sale of these townships, not exceeding one annually, were to be added to the permanent school fund. It appears that nothing was done to carry this resolve into effect, until further action was had by the Legislature of 1856, when another resolve was passed requiring the Land Agent to attend to the duty before neglected.

The following is a list of the townships set apart for this purpose under the double resolve of 1850 and 1856,—including those which remained unsold of the townships set apart by the resolve of 1828:

Townships.	Counties.	When Reserved.	No. Acres unsold.
No. 3, R. 4, W. B. K. P.,	Franklin,	Feb. 23, 1828,	23,040
" 3, R. 5, "	"	"	23,040
" 2, R. 8, "	"	"	20,200
" 4, R. 3, N. B. K. P.,	Somerset,	"	11,520
" 4, R. 4, "	"	"	23,040
" 4, R. 5, "	"	"	23,040
" 7, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 12, R. 8, W. E. L. S.,	Aroostook,	"	16,017
" 4, R. 5, "	"	"	6,404
" 10, R. 5, "	"	"	15,777
" 9, R. 6, "	"	"	11,428
" 2, R. 11, "	Piscataquis,	"	4,288
" 18, R. 4, "	Aroostook,	"	2,788
" 4, R. 6, W. B. K. P.,	Oxford,	Aug. 24, 1850,	22,185
" 1, R. 7, "	Franklin,	"	20,200
" 1, R. 6, "	"	"	10,540
" 4, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 3, R. 9, W. E. L. S.,	"	"	22,040
" 14, R. 3, "	Aroostook,	"	23,040
" 11, R. 16, "	"	"	23,142
" 11, R. 17, "	"	"	29,940
" 9, R. 17, "	Somerset,	"	24,296
" 13, R. 10, "	Aroostook,	"	23,994
" 12, R. 10, "	"	"	24,632
" L, R. 2, "	"	"	12,013
" 8, R. 18, "	Somerset,	"	23,883
			487,567

By a resolve of the Legislature, bearing date of April 13, 1857, it was provided that 20 per centum of all moneys hereafter accruing from the sale of public lands, should be appropriated to increase the public school fund.

Such, in brief, is the three-fold origin of the *Permanent School Fund.* This fund, according to the Treasurer's report, amounts, now,—Jan. 1, 1864,—to the sum of $168,677.22, having increased by the sale of lands within the last year, by the sum of $7,427.06.

In addition to this amount, the school fund is entitled, by the resolve of 1857, to 20 per centum of the moneys received from the sale of lands on general account. No such sales have been made since the passage of the resolve, until within the last year. In 1863 the Treasurer's account credits the Land Office with $29,796.-75 received from general sales. When the proper division and adjustment of this sum has been made, it will add the sum of $5,959.35 to the school fund.

Besides this, there are securities in the Land Office arising from the sale of school lands, amounting to $20,869.83. These securi-

ties, when converted into cash, together with the 20 per cent. of last year's sales, will make in the aggregate the sum of $195,506.40. Should the sales of another year increase this to $200,000, in round numbers, we shall have for distribution among the towns, the sum of 12,000. The amount apportioned in July, 1863, including the bank tax and the interest of the school fund, was $89,505. The diminution in the amount to be distributed to the towns when we shall have lost the bank tax, will be severely felt.

Inquiring now into the prospective increase of this fund, let us ascertain what portion of the lands reserved for school purposes, remain unsold,—and the approximate value of the same.

Recurring to the preceding table, I find, on inquiry at the Land Office, that five of these townships have been *again set apart* and *lotted* for settlement. From these settling lands, no money-revenue can accrue to the treasury for school purposes or any other. In the place of one of these townships, however, it should be stated that another, C, R. 2, has been substituted as a *school township*.

Another diversion of the lands reserved for the school fund has been made the past year, doubtless by inadvertence. The Governor and Council designated one quarter of No. 11, R. 16, to be conveyed to the Trustees of Waterville College, another quarter of the same to the Portland Mechahics' association, and the remaining half to the Western Normal School. One half, also, of No. 3, R. 4, W. B. K. P., was set apart for the Normal School. As titles to some of these lands have already been issued to the parties concerned, it is presumed to be too late for the correction of this error, by the selection of other lands, to meet the claims of these institutions. The damage threatening the interests of the common schools by the diversion of these lands from their proper use, may be averted by the appropriation of money or other lands of equal value. It is recommended that proper action in the premises be taken in the Legislature at an early day; authorizing the treasurer to increase the permanent school fund, by an amount of money equal to the full value of the lands diverted to settling and other purposes, or requiring the Land Agent to select and *reserve against all future encroachment*, new townships of equal value, to replace those which have been alienated from their proper use.

Besides the school lands thus temporarily alienated, there remain unsold about fourteen townships in wholes and fractions, or not far from 320,000 acres, some of which is of medium value and

might bring fifty cents an acre in the market, while very much of it will remain without a purchaser for many years, at any price.

I learn from the Land Agent, that about eighty townships still remain in the hands of the State. Forty of these have been set apart as settling lands. Fourteen or fifteen are reserved for the increase of the permanent school fund. Four or five will be required to replace those which have been taken from the school lands for settling purposes. Two have been appropriated for the Normal Schools. Thus only eighteen or twenty townships remain, subject to future disposal.

The average price of lands sold last year was forty-one cents an acre. Some townships were of unusually excellent quality. Others were sold as low as fifteen cents an acre. It will thus be seen that the lands remaining to be sold for any purpose, cannot produce a large amount even at the highest estimate. It now becomes an important inquiry how these remaining lands shall be disposed of, with the greatest advantage to the people of the State.

I submit that no use can be made of them, so satisfactory to the whole people, as to devote them entirely to educational purposes; after deducting the cost of administering the Land Office, and any liabilities for the public debt now resting upon them. It would seem eminently proper, in view of the State's twofold obligation,—to her common schools and her colleges and seminaries,—that one-half of the whole net value of these lands should be added to the common school fund, and the other half be appropriated, with a wise discretion, to endow such higher seminaries, as will have the means when thus endowed, to render the greatest amount of educational service to the State.

As the Superintendent has sometimes been charged with hostility to the interests of the higher seminaries, he may be allowed to repeat from his last report the following paragraphs on the relations of the academy and the common school:

In many of our towns there is a conflict of interests between the academy and the common schools, which ought not to exist. It should be discouraged by citizens interested in the proper education of all the children, and should not be encouraged by any action of the State. In all places large enough to sustain a system of schools of the highest grade,—such as are found in Portland and Bangor, Bath and Augusta, Belfast and Hallowell, Gardiner and Brunswick, Saco and Biddeford,—the Academy has ceased to

be of service, and if retained, becomes inevitably a hindrance to the prosperity of the free schools. It would seem therefore an unwise policy for citizens to ask, and for the Legislature to grant, a charter for an Academy in any such place. A free High School at the top of a graded system, would insure a vastly greater good to the whole population of such places.

If academic schools already exist in such villages, let citizens make an arrangement to use the Academy for a High School, still admitting pupils from abroad, who are qualified to enter the grade established. Tuition may be required for scholars residing out of town, and some arrangement be made to receive pupils who reside in town, on payment of a small fee, or a portion of the public money. The character of the Academy and the condition of the common schools would thus be improved together. A better classification would be possible in the High School, and the interest of some citizens, before withdrawn from the public schools, would be necessarily returned to them with their children; thus rendering them more respectable, efficient and useful.

But again, there are many portions of the State, where no town is sufficiently populous to sustain a high grade of schools, and where the Academy becomes a public necessity. Parents must send their children out of their own neighborhood to some such school, if they would fit them for college, or give them more than an elementary education. We need, then, a few well endowed and well conducted Academies or Seminaries for such pupils. We have enough already in some parts of the State, perhaps too many. Let the best of these be better endowed, in sufficient numbers to meet the public demand, and let the others die. We need now a few better classical and scientific Academies, not more of the miscellaneous, half-fledged affairs, which disgrace the name. The result of the State's policy in past years, in granting a charter whenever asked for, and doling out a few hundred dollars now and then, or a few acres of land to starve them upon, has been to keep them all in a state of weakness and inefficiency. As a consequence, many of our young men and women leave the State for an education at better equipped institutions, and thousands of dollars are annually spent abroad which should be retained within the State. Let us learn wisdom from experience, and not multiply such schools to their mutual disadvantage; but *encourage and strengthen those which have a favorable position, and are needed to supply the actual wants of the community.*

As to the objection sometimes made, that these institutions are of a denominational character, and for that reason unworthy of support, the Superintendent said in a former report, and the remarks are equally true at this time:

It is commonly understood, moreover, that these several institutions are under the more direct control of distinct denominations, and that the aid which they have received, has been given to them in the spirit of fair-dealing toward different religious interests. This feature of our educational system may be somewhat peculiar to our own State; and whatever might seem to be its merits or defects, as judged before the experiment, the policy has been adopted and carried out with great public advantage. By the moderate aid rendered to these several schools, their denominational friends have been encouraged and stimulated to sustain them, by money and patronage, and have thus established important public institutions which could not otherwise have existed, and whose benefits are by no means confined to the particular denominations who feel responsible for their support. It is distinctly understood that all these institutions are freely open to the whole public, and that those who find it desirable to avail themselves of the privileges there offered, can do it without receiving the least improper influence of a denominational character. The spirit of our whole community is too liberal and independent, to suffer from a public institution any encroachment upon the largest liberty of opinion in religious matters. And we believe that the men who conduct these seminaries have too much of christian liberality to attempt an undue influence over the religious opinions of their students. While, therefore, we would discourage and discountenance the merely sectarian element, as unworthy of a place in our public institutions, it does not appear that the denominational interest and support given to these different schools, has damaged the cause of general education, but quite the contrary. Let our friends, then, of whatever name, receive all praise for their efforts to sustain their several institutions, and to extend the elevating influences of liberal culture, as widely as possible, among the communities in which they have a controlling power.

GENERAL SUMMARY OF THE RETURNS FOR THE YEARS ENDING APRIL 1.

	1861.	1863.
Population of the State,	628,300	628,300
Extent in square miles,	31,766	31,766
Valuation of the State,	$164,714,168	$164,714,168
Number of towns in the State,	399	403
Number that have made returns,	395	391
Number of children between four and twenty-one years,	249,061	234,775
Number registered in summer schools,	138,924	141,168
Average attendance in summer schools,	105,381	99,360
Number registered in winter schools,	148,571	150,247
Average attendance in winter schools,	116,557	130,359
Average attendance for winter and summer,	110,969	114,859
Number in winter who did not attend in summer,	–	28,189
Ratio of attendance to whole number of scholars,	.45	.49
Average length of summer schools, in weeks,	10.8	10.3
Average length of winter schools, in weeks,	10.6	10.9
Sum of the average for winter and summer,	21.4	21.2
Number of school districts in the State,	4,151	4,059
Number of parts of districts,	360	401
Number of school-houses in the State,	4,010	3,827
Number reported in good condition,	2,157	2,264
Number of school-houses built within the last year,	119	75
Cost of the same,	$92,358	$77,003
Estimated value of all the school-houses in the State,	1,250,000	–
Number of male teachers employed,	2,995	2,344
Number of female teachers,	4,926	5,918
Number of male teachers employed in summer,	–	116
Number of male teachers employed in winter,	–	2,203
Number of female teachers employed in summer,	–	4,059
Number of female teachers employed in winter,	–	1,812
Wages of male teachers per month, besides board,	$22.01	$24.10
Wages of female teachers per week, besides board,	2.19	1.94
School money raised by taxation,	478,017.76	416,630.79
Excess above requirement of law,	64,626.00	39,470.79
Average amount raised per scholar,	1.92½	1.76
Amount of public school fund,	154,760.36	161,250.16
Interest of same apportioned to schools,	9,280.62	9,675.00
Bank tax distributed to schools,	76,128.30	79,830.00
Amount derived from local funds,	19,210,31	15,025.19
Contributed to prolong public schools,	12,483.22	9,136.85
Amount paid for private schools,	43,517.68	43,690.67
Paid for repairs, fuel, &c.,	57,013.41	43,180.65
Average cost of board per week,	1.45	1.46
Estimated amount paid for board,	134,390.93	126,634.16
Amount paid for school supervision,	12,053.13	12,710.33
Aggregate expenditure for school purposes,	742,952.01	1,263,251.22
Number of towns that raised less than the law requires,	76	74

New School-houses.

It is gratifying to notice that even in a year of so much alarm and confusion as 1862,—the season covered by the returns dated 1863,—seventy-five new school-houses were erected at a cost of $77,000. One of these, the elegant new edifice in Portland, was erected at an expense of 55,000, and is in all its internal arrangements and appointments, unsurpassed by any school building in the land. It was planned and is used for the combined high schools, formerly taught in separate buildings, but now brought together in this, under one principal. The room for girls is entirely separate from the room for boys, there being no communication between them, except through recitation rooms on a lower floor, into which those members of the two schools who recite together, come by different passages, meeting each other only in the presence of their teachers. This arrangement is supposed to combine the advantages of the mixed school, and to avoid any possible evils of such a school. The building also accommodates two grammar schools, and greatly increases the school-room accommodations of the city. The building was first occupied by the schools in September last; and was dedicated to its noble uses with brief exercises, on the morning of its occupancy, about six hundred pupils and many friends being present. After singing and prayer, Mayor McLellan addressed the Committee as follows:

"*Mr. Chairman and Gentlemen of the Superintending School Committee:*

In behalf of the City Council and the Committee on Public Buildings, I am here to place in your charge and keeping this building. It was erected under the direction of the former City Council; we have had only to see to its completion.

Under the direction of the architect, Mr. Harding, the contractors, the Messrs. Stuart, have complied with the terms of their contract in every particular, and there has not been by the present Committee any deviation from the original plans furnished by Mr. Harding.

The building for its purposes, we believe to be all that could be asked for."

Mayor McLellan concluded by handing the keys of the building to the Chairman, as the emblems of their possession and immediate authority under the city government.

Rev. Mr. Burgess, Chairman of the School Committee, replied as follows:

"*Mr. Mayor:* — The Superintending School Committee, with special gratification and warm gratitude, receive this noble building and join in your satisfaction that "it is all which can be desired." In the action of the present and of preceding city governments, they recognize the determination of the citizens, that nothing shall be lacking to secure the best education for our children, not only when they are very young, but when they grow to the age in which they are strongly tempted to give up school and study. They feel the added weight of responsibility which the generous provision of the city has laid on them, and with the help of God will take it up. A city so careful and so liberal toward the interest of the children cannot but prosper.

Mr. Burgess then called upon Rev. Mr. Stebbins, who delivered the following eloquent address:

"*Mr. Chairman:*—I desire to tender to you and to the gentlemen associated with you in the Committee, my grateful acknowledgements for the honor you have conferred upon me in assigning to me a part in these ceremonies. It is especially gratifying to me that although I am not associated with you in the School Board, you have done me the justice to suppose that I was not an indifferent observer of this magnificent enterprise on behalf of public education.

Enterprise! do I say? If it were implied by this that there was anything in this undertaking in the nature of speculation or experiment, that it was a project, a scheme, not yet domesticated in the experience of the community, I should indeed commit a great wrong and impair the moral dignity of this occasion. The noble, inspiring aspect of this work is, that it has been conceived, carried on, completed, with a sobriety of purpose, a calm steadiness of performance, such as men apply in the pursuit of their daily bread:—that it is the product of a sentiment so well fixed in the public mind, that education is esteemed one of the chief staples of our common life. No new undertaking, no adventure, no scheme, however magnificently conceived, and however brilliant its promise, could be so grand, as this social opinion settled into a habit which no longer attracts attention, and provides education as daily bread for all.

Let it not be supposed that I am indifferent to or ignorant of the

many errors of public opinion still in vogue concerning the real objects and methods of education. Let it not be supposed that I would depreciate this hour to an occasion of self-adulation, or the flattery of our own pride. But I feel that a well-grounded decorous self-respect, not only justifies but demands that we should set forth to ourselves that in which we all rejoice. Amid all the errors that may be entertained concerning education, it is cause of distinguished congratulation that our lot is cast in a community, in a civilization which produces as one of the incidents of a conviction common as air, such an edifice as this.

And may we not gain yet another testimony to the steady benignant powers of society, in which we may take a profound satisfaction, from the events in the midst of which this work has been carried on? The Government, of which we are a part, has been engaged in a war which not only makes the whole land tremble, but shakes the very globe. We have contributed our share for the common defence, and we have built this noble structure for the education of our children, unmolested by alarms from without or from within, with a feeling of security, which not only attests that the foundations of society still stand firm, but that its resources are free and untouched by emergency.

With conscious satisfaction and with just pride as a citizen, I congratulate you, Mr. Chairman and fellow citizens, on the completion of this noble building—fair expression of the guardian care of a noble people for the coming generation!—pledge and crown and promise of a free state!—bright particular glory of constitutional liberty and Christian civilization! More beautiful than Grecian temples, and fountain of power mightier than Roman Senates!

In coming here to-day to throw open these doors, we not only open gates of new privileges to the young, but we remind ourselves of our obligations to the founders of the State, as we receive and perpetuate their wise and benignant purpose. They say to us with the accumulated authority of wisdom and devotion, 'Go forth and educate this people, or liberty shall be dissolved in license, and law shall be lost in anarchy.'

Concerning the general architectural structure and effect of this building, the city has done well in avoiding all extravagant ornamentation, yet giving a certain dignity of durability.

This is not the occasion to enter into any discussion of theories

of education. Among the changes and discussions going on in public sentiment, however, there is one so prominent and conspicuous that to refer to it cannot be considered an intrusion of individual opinion or a suggestion to those of greater experience.

Time was, when the actual benefits of the common school to the young pupil were estimated by the distance of books and leaves through which he had passed, and the ambition of teachers was to put their scholars through the books. It arose in a misconception of the real object of youthful studies; in the opinion that knowledge, information, instead of mental activity was the end of discipline. Kindred to this, was the opinion that the more hours were spent in school per diem the better. The two opinions were counterparts and complements of each other, and they both have this fatal error, that they conceive of the human mind as a tub and not as a fountain. The human mind, offspring of God, 'Bright source of intellectual rays,' is an original, free, self-moving power, whose life is its own activity. It is the duty of the educator to study this bright, ethereal essence, that he may lead forth its powers into the beauty of that free, moral, and intellectual life. It is not to cram with stores of knowledge, but by all motive, authority, and persuasion, to entice it forth upon its wings; finding its home in the elastic air, and rejoicing in the glad activity that bears it up.

It belongs to you, Mr. Chairman and gentlemen of the committee, to mark out and assign the *curriculum* of the mind. I need not say in this presence that it is one of the most important trusts committed to man. It puts you in direct and immediate relation with the great conservative powers of society. It gives you the formation of the intellectual life of a generation of men, and through that, giving an impulse upon the air whose vibrations shall never cease. Your intelligence and public virtue need no suggestions from me concerning the large claim which society lays upon you. What elevation of public spirit! What sobriety and patience of purpose! What noble contempt of personal ease and aggrandizement! What enlightened liberality! What equanimity of judgment!

To you, Mr. Master, I offer the congratulations appropriate to the occasion. A field of duty is now open to you which challenges your noblest powers and your noblest ambition. An opportunity is here offered you of unfolding buds of intellectual and moral

beauty, under the genial climate of your own mind. It will test your own quality, and give scope to culture enriched from afar, and nourished daily by the aroma of literature. It challenges the elegance of an accomplished gentleman and a finished scholar. It gives you opportunity to make full proof of your vocation, and to show yourself indeed *Magister Puerum et Puellarum*. What amenity of manners! What urbane decision! What bland authority!

Young Masters and Misses, I bid you all hail! Hail happy sons and daughters, to whom the gates of the Temple of Knowledge are thrown open, and never shut! With what gratitude, and joy, and devotion, should you come up to these elevated seats! With what filial duty and affection, should you repay a mother's kisses, and a father's watchful providence! With what assiduity and zeal, with what noble enthusiasm should you repay the care of a watchful and benignant people! Come to these halls with a noble purpose! Grasp as with hooks of steel the dry paradigm and formula, and soon the dead stick shall bud and blossom in your hand, fountains shall gush at your side, and the whole land of your pilgrimage shall be the dwelling-place of thought, of memory, and imagination; and you shall go out to the world as living powers, whose joy is their life and their law!"

Hon. Jedediah Jewett spoke substantially as follows:

"I am deeply gratified at being present on this happy occasion, and my mind is carried back forty years to the time when I was, like you scholars now, a pupil in the English High School, as it was then denominated, which was my only Alma Mater. The building was a very humble wooden one, and stood on Exchange street, near where Mr. Crockett's shop now stands, and you can judge of the contrast between that building and this, when I say that one of the boys who attended that school could jump up and touch his hat to the ceiling above. I look back upon no act of mine as Mayor of this city with more pleasure than that of signing the order for the purchase of the valuable lot on which this splendid building stands.

I had intended to make an endowment, at this time, of a sum, the interest of which should be used for the purchase of medals to be given to scholars in this school for superior scholarship and meritorious deportment, but upon consultation with several gentlemen in Boston, where this custom prevails, I am induced to

forego that design, and subscribe a sum for the purchase of apparatus for chemical, philosophical, and astronomical illustrations.

I here present a subscription book headed by myself with fifty dollars, and for that purpose I hope that nine other persons will be found who will make the sum up to $500."

This book was then signed by ex-Mayors Thomas and McCobb, with the same sum.

An occasion of so much interest may well justify its prominent mention.

I have already alluded to the erection, the last season, of a neat and commodious school-house, two stories high, well lighted and ventilated, in the village of Machias.—Another has been built in the town of Tremont, at an expense of several hundred dollars, by the liberality of Capt. J. I. Stevens, an early resident of that town; an example worthy of imitation by other gentlemen, who may well remember the spot on which they acquired the rudiments of learning. Appropriate dedicatory services were had at the opening of the house.—At Morrill's Corner, Westbrook, the district has erected a fine brick edifice, at a cost of about five thousand dollars. Plans of this building will be given in the appendix, if they can be made ready in season. As this building is of just about the size and character needed in a great many of our villages, to accommodate the growing wants and improved tastes of their citizens, this house is quite worthy of examination, as one of *the models*. Much credit is due to the enterprise which succeeded in producing so fine a result, in the midst of opposition. The architect, Mr. George M. Harding, of Portland, is also worthy of honorable mention, as having accomplished his part of the work with most excellent taste. It cannot be sufficiently urged upon parties wishing to erect anything more than the most ordinary school-room, that economy and taste alike require the aid of a competent architect to execute the design and working plans for such a building.—The arrangements for heating, devised by Mr. J. W. Adams, of that place, are very admirable; and the oak furniture from the establishment of Mr. J. L. Ross, of Boston, is very neat in its pattern, thoroughly made, and suitably graduated to the different sizes of pupils. No better school furniture can be found. It would give me great pleasure to take the citizens of many a district equally able to build a respectable house, but hitherto neglecting it, to this beautifully finished and furnished edifice, and incite them, if possible, to imitate an example so worthy.

To accomplish such a result, I am aware, requires a good deal of labor and patience on the part of those who undertake it. There will almost always be opposition from a portion of the people, who will honestly or selfishly deprecate the expenditure of "so much money," as burdensome and useless. Extravagance in school buildings is very possible, but the cases are rare in which the danger lies in this direction. And if we consider the *educating power* of the *school-room itself*, we shall cheerfully consent to be taxed a few additional dollars, for so worthy an object. I know it is often said that if a school has a good teacher and is well supplied with books, the children will learn as well in one place as another; provided it is barely comfortable.

Some point us to the example and experience of the fathers, and from their success in overcoming the disadvantages of small and inconvenient school-houses, argue the sufficiency of such accommodations for the children of the present generation. But those were times of comparative ignorance and poverty, the sins or misfortunes of which might be winked at then, but should *now* be everywhere repented of and forsaken. The log huts of a hundred years ago were well enough in their time. They sheltered our noble ancestors, while they felled the forests and laid the foundations of future prosperity and comfort. The log school-house was the necessary and appropriate contemporary of those rude dwellings of the forefathers. But now that abundance has taken the place of poverty; now that neat and elegant dwellings in city and country have displaced those plainer and poorer structures, why should the school-house of that period be regarded as good enough for the children of to-day?—But I need not pursue the subject further. I congratulate the people of the State that a better day has dawned, and our intelligent citizens are seeing the importance of these things in a clearer light. May the old school-house, however venerable its appearance and sacred its association, disappear with the coming of the better.

School Money Raised.

Many towns have failed to raise the amount of money required by the Statute for the support of schools; while others have raised much more than the legal amount. It would seem that no town can yet be so reduced in its resources, that sixty cents for each inhabitant is a burdensome tax for school purposes. The penalty

prescribed by law for such failures is practically nothing. I must ask the Legislature to consider the propriety of withholding from all towns thus failing to comply with the Statute requirement, their share of the interest of the school fund. Towns so indifferent to their welfare that they will not raise the minimum amount required by law to support schools for their own children, ought not to expect aid from the State whose laws they violate.

Academic Returns.

The following resolve was passed by the Legislature of 1861:

"Whereas, The various academies and other chartered literary institutions of the State sustain important relations to the interests of public education: and

Whereas, Many of them hold funds bestowed by the liberality of the State, therefore

Resolved, That all such institutions be required to make an annual return to the Superintendent of Common Schools, in the month of August, of the amount of their funds and the mode of investment of the same, of the number of scholars in attendance, and such other statistics as may be designated in the blanks which shall be furnished to them by the Superintendent."

In accordance with this resolve, the Superintendent sent properly prepared blanks to all the colleges, seminaries and academies in the State. Failing to receive the returns from a large number of these institutions, at the time specified in the resolve, I sent to them notice of the failure. But many of them have still neglected the duty required by the State. A table in the appendix will show which of these institutions have made their returns. The others are supposed to be *dead*, or only in that *dead-and-alive* condition which forbids a prompt discharge of the duties expected of living bodies.

Such institutions will not presume to ask for aid at the hands of the Legislature, whose requirements they seem wholly to ignore.

The facts drawn from such returns, accurately made, are of much value in ascertaining the educational facilities of the State, and the amount of money expended by our citizens in academic and collegiate education. Will the trustees and principals of all such institutions please make such minutes, or keep such records during the year, as will enable them to fill the blanks with accuracy in August next.

Remarks on the Tables.

It is with great regret that I am compelled to speak of the incompleteness and inaccuracy of the returns on which the tables are based. Committees complain that agents in many districts wholly neglect to make their returns, and hence the Committees are compelled to make *approximate* estimates. In five towns and many plantations Committees have failed to make any return whatever to the Secretary of State, and many have made return of only the *number of scholars*, with the intention of securing in this way their portion of the school bounties, and an evident indiffefence to any thing further. Let me inform such towns that this does not answer the requirement of the law: and the Secretary of State is authorized hereafter, not to accept the returns from any town, unless made *in full*, as the law requires.

I must urge further, that the law be so amended that towns failing to make their *returns* as required by law,—and their *reports* as is also now required,—on or before the first day of July, shall be deprived of their proportion of the school fund for that year. If the statute were still further amended, requiring the Selectmen to withhold from any district not making its legal returns to the municipal officers, its share of the State's bounty for that year, they would be prompted to more fidelity and accuracy in this matter. If our statistical tables are to be made wholly reliable for any purposes of comparison, one year with another, and one part of the State with another, something must be done to make them more nearly accurate.

Diminution in the Number of Scholars.

You will notice that there is a large falling off in the number of scholars returned in 1863, as compared with previous years. I ascribe this in part to greater care in making the district returns. A practice has prevailed in former years of making a *rough estimate* of scholars in any district: such estimate for safety sake always being made *large enough*. I have issued for two years past properly prepared blanks for the use of agents in making their returns, requiring a list of scholars' names to be made according to law. So far as these have been used, the tendency has been to *reduce* the number of scholars belonging in the several districts and towns to something like an accurate figure. The result of many such reductions would show itself *in thousands* in the grand aggregate.

I am not satisfied, however, that this is the whole cause of the diminution. There is reason to believe that the large emigration of young men and young families, from this State to California and the West within the last fifteen years, has arrested the *production of the article.* Let our authorities look well to the means of retaining within our own borders the young people born upon our soil, and of drawing from other sources a larger population to occupy our unappropriated territories, and improve our industrial facilities.

Distribution of the Annual Report.

Complaints frequently reach us that towns have not received their copies of the School Report. This is the fault of Representatives, whose duty it is made, by a Resolve annually passed, to carry to their several towns or districts the packages made ready for them at the Superintendent's office. One copy is sent to each town clerk by the Secretary of State, with the other state documents, and a package for the Superintending Committees of the several towns from this office. Members of the Legislature, and friends of education, desire copies for themselves and for distribution; and it is only with the greatest difficulty that the Superintendent has been able to save enough for his occasional use during the year. Only five thousand copies of the Report have been printed annually. Twice that number, at a much less expense, in proportion, should be printed, to meet the increasing demand for this document. We should have enough for all the school officers, committees and agents in the State: and some proper means of distributing them should be devised.

Better Supervision Needed.

In my last Annual Report, I urged the necessity of a better system of general school supervision. It is no less true this year, that some improvement in this regard is required.

Our school organization, as it now stands, is defective in provision for efficient and uniform superintendence. Every squad of our school militia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, with other teachers, and little responsibility to the Superintending Committee. In classification,

instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. No Scott nor Hardee is prescribed as a guide. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authorities between the different officers.

Again, the committees, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him.

I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following: The Superintendent of public instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district, a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible,—hold meetings with the people for the free discussion of all school matters,—conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers,—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners would receive the reports of the several town committees, compare, condense, and arrange according to some system issued from the State department of education, and forward them to headquarters for further use.

School Committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, so often arising, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the entire control of one municipal authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Every person concerned, pupils, teachers, parents, and officers of every grade, would feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

I have found the views thus expressed last year, to meet with much favor among educational men. Will the Legislature give to the subject an earnest consideration?

Personal Labors.

The Superintendent has spent such portion of his time during the year, visiting and lecturing, as he was able to withdraw from duties of his office. The normal school movement has called for a considerable special labor in that direction; rendering it necessary to visit many places within the State for investigation, and to impart the desired information on the subject, to citizens and trustees proposing to receive the schools. I have also found it necessary to examine into the character and operation of normal schools, in other States in and beyond New England. As a special report upon this subject will become necessary, after the plans for our own schools are more nearly matured, I forbear entering into particulars here.

I record with great pleasure the fact that in no year of my service in this department, has there been shown, by the people whom I have met and whom I have addressed upon educational topics,

more interest in the subject, or more evidences of determination to sustain in vigorous operation, our great system of free, public instruction.

Conclusion.

I cannot close this report without urging upon all parties concerned,—and who is not concerned?—the duty of new efforts to sustain our public free schools. Their utility, their necessity, and the importance of elevating them to a still higher standard, is admitted by all. Yet that omission is made too often, in a formal and feeble way, which betokens great indifference on the part of those who make it. It is not enough to open the door of the school-house and say to the children — "go in." That house should be made pleasant and attractive. It should be occupied by a living, working teacher, and surrounded and guarded by influences from parents and committees which shall urge and encourage the children to make the wisest use of their advantages. Society, the country and the world, will presently demand their services. Are we training these children in the schools of to-day for the responsibilities to which they will be called, as they press onward to the positions which await them in the fast coming years. Let us give practical answer to this question, by renewing our most earnest efforts to promote their progress, not in knowledge alone, but in all those virtues which adorn the character of the young, and fit them for the most worthy positions in society.

APPENDIX.

TABLE I.

Showing the number of scholars in the several towns, the attendance of same, length of schools, number of teachers, and their wages, number of districts, houses, etc.

ANDROSCOGGIN COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter	Wages of male teachers per month, exclusive of board.		Wages of female teachers per week, exclusive of board.		Av. cost of teacher's board per week.
Auburn,	1,372	800	643	644	710	–	12.3	11.0	17	3	18	6	–	–	510 83	–	14	23	9	21	21	1 98	1 75	
Danville,	466	264	200	344	277	53	10.5	10.3	10	1	9	3	–	–	100 00	–	8	10	3	20	00	1 81	1 75	
Durham,	620	326	242	365	300	39	9.2	10.8	15	3	15	6	–	–	85 00	–	11	14	5	19	00	1 67	1 38	
East Livermore,	369	238	183	275	234	–	9.6	12.1	5	3	8	6	–	–	–	–	5	9	4	17	70	2 02	1 03	
Greene,	458	232	179	290	225	58	10.7	9.3	14	3	11	4	–	–	–	–	7	11	5	17	01	2 04	1 17	
Lewiston,	2,601	1,433	1,064	1,418	1,037	–	16.7	9.2	15	2	20	12	1	2,200 00	–	2	9	28	21	–			2 75	
Lisbon,	501	333	264	368	276	39	9.6	10.0	11	3	10	5	–	–	50 00	–	9	11	2	18	61	2 10	1 17	
Leeds,	500	300	241	320	267	29	9.3	10.2	13	1	13	7	–	–	100 00	–	11	12	2	19	36	1 53	1 33	
Livermore,	582	359	289	447	349	68	9.7	10.2	18	1	18	10	–	–	200 00	–	14	18	5	22	00	1 60	1 50	
Minot,	612	460	344	540	430	80	10.2	11.0	10	2	8	7	–	–	–	–	8	9	1	27	00	2 25	1 50	
Poland,	1,075	688	538	706	587	173	10.0	10.6	22	3	20	10	–	–	–	–	13	22	8	22	27	2 05	1 46	
Turner,	957	522	417	593	498	81	9.2	8.8	18	2	20	16	–	–	225 00	–	16	19	3	19	60	1 91	1 08	
Wales,	192	123	96	138	117	–	10.3	9.5	7	1	7	2	–	–	–	–	5	7	2	16	00	1 95	given	
Webster,	320	–	–	–	–	–	–	–	11	1	11	11	–	–	–	–	7	8	1	–		–	–	
	10,634	6,378	4,706	60.48	53.20	631	10.3	10.2	186	29	188	105	1	2,200 00	1,270 83	2	137	201	76	19	98	1 91	1 49	

AROOSTOOK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av length of winter schools in weeks	No. of school districts.	No. parts of districts.	No. of school houses.	No in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Amity,	142	82	19	39	13	13	11.0	7.0	3	–	2	3	–	–	21 05	–	2	3	–	15 00	1 75	1 57
Ashland,	170	117	92	43	40	14	12.0	9.0	5	–	–	–	–	–	–	–	–	5	1	–	2 00	1 50
Bridgewater,	202	114	95	125	104	–	13.0	12.0	4	–	4	3	–	–	15 00	–	–	4	4	–	2 50	90
Fort Fairfield,	431	256	29	233	33	59	11.0	7.0	9	–	6	5	–	–	–	–	2	–	4	19 30	2 18	1 22
Hodgdon,	439	271	162	157	109	44	14.6	10.6	9	1	8	2	–	–	60 83	–	5	9	1	16 80	1 66	94
Houlton,	843	404	269	407	306	–	15.0	10.4	9	–	7	3	–	–	107 00	–	4	9	4	22 50	2 50	2 00
Linneus,	309	170	114	182	116	–	13.2	13.4	9	1	6	2	–	–	–	–	4	6	4	18 00	1 86	1 12
Littleton,	273	429	112	135	109	19	13.0	13.0	7	–	3	3	–	–	12 00	–	1	6	5	13 00	2 00	1 06
Lyndon,	117	67	42	80	68	23	13.2	13.1	2	–	2	–	–	–	5 43	–	1	3	1	16 00	2 50	1 25
Masardis,	90	51	36	–	–	–	11.0	–	3	–	2	–	–	–	–	–	–	2	–	–	2 12	1 50
Maysville,	343	200	125	189	91	85	9.0	9.5	13	–	6	3	–	–	–	–	2	9	5	17 00	2 00	1 50
Monticello,	191	142	102	90	67	–	11.0	11.5	7	–	7	4	–	–	–	–	2	6	2	17 00	1 85	1 03
New Limerick,	112	38	27	47	48	32	6.2	7.0	4	4	3	3	–	–	25 00	–	1	2	3	13 00	1 70	1 32
Orient,	99	52	31	25	16	–	14.0	9.0	2	–	2	–	–	–	1 50	1	1	–	–	13 50	–	–
Presque Isle,	313	200	143	123	74	57	10.1	10.5	9	–	4	2	–	–	32 80	1	2	6	3	25 00	2 85	1 50
Sherman,	245	64	52	88	66	20	10.0	11.0	5	1	3	3	1	587 00	6 80	–	1	2	1	30 00	2 37	1 75
Smyrna,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Washburn,	150	88	69	60	39	23	10.3	9.4	4	–	2	–	–	–	–	–	2	4	–	18 00	1 56	88
Weston,	179	108	75	70	50	–	12.0	11.0	5	2	4	1	–	–	9 00	–	2	5	–	15 00	1 80	87
Alva pl.,	200	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Bancroft pl.,	119	77	57	40	29	–	17.0	13.0	3	–	3	2	–	–	20 00	–	–	4	1	–	2 12	1 00
Barker pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Belfast Acad. Gr. pl.,	109	60	42	63	44	2	11.0	11.0	4	2	4	1	1	337 00	10 00	–	1	4	2	15 50	2 00	1 50
Crystal pl.,	120	48	32	52	38	15	11.0	12.0	4	1	3	3	1	60 40	13 55	–	1	4	2	17 00	1 75	1 25
Dion pl.,	619	107	107	26	16	–	–	–	9	–	1	1	–	–	–	–	–	5	1	–	1 50	67
Dyer Brook,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Dayton pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	
Eaton Grant pl.,	208	169	120	179	136	16	12.0	12.0	4	–	4	4	1	60 00	38 00	1	1	3	2	20 00	2 00	2 00
Fremont pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Forestville pl.,	104	76	51	28	21	4	8.0	5.7	4	–	1	1	1	50 00	–	–	1	4	–	14 00	1 36	1 21
Greenwood pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Grant Isle pl.,	271	105	26	42	42	17	9.5	12.8	5	–	1	–	1	117 77	7 00	1	–	2	1	9 50	1 25	1 00
Haynesville pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Island Falls pl.,	70	17	10	33	11	22	7.6	11.2	4	–	1	–	–	–	15 20	–	–	1	2	–	1 92	1 15
Leavitt pl.,	40	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter A pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter B, R. 1 pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter G pl.,	150	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Limestone pl.,	85	70	62	–	–	–	12.0	–	3	–	2	–	1	75 00	25 00	–	–	3	–	–	1 50	1 50
Macwahoc pl.,	98	55	46	46	37	15	10.5	11.0	1	–	1	1	–	–	4 00	–	–	1	1	–	2 75	1 50
Madawaska pl.,	400	–	–	104	66	–	–	12.3	7	7	2	–	1	60 00	4 80	–	1	–	1	10 00	1 50	75
Mapleton pl.,	148	–	66	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Merrill pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Molunkus pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moro pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 11, R. 1 pl.,	86	32	20	–	–	–	12.0	–	2	–	–	–	–	–	–	–	–	1	–	–	1 75	1 00
Portage Lake pl.,	62	–	–	–	–	–	–	–	–	1	1	–	–	–	–	–	–	–	–	–	–	–
Sarsfield pl.,	240	42	40	26	25	–	12.0	13.0	6	–	4	2	–	–	–	1	–	–	1	17 00	1 25	–
Eagle Lake pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Fort Kent pl.,	400	109	75	–	–	–	12.0	–	–	4	1	1	–	–	–	1	–	3	–	–	2 00	3 00
Hamlin pl.,	200	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
St. John pl.,	43	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–
Woodland pl.,	35	–	–	22	17	17	–	6.9	3	–	–	–	–	–	–	–	1	–	–	16 50	–	2 00
Wallagrass pl.,	120	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Westfield pl.,	24	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–
St. Francis pl.,	97	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Van Buren pl.,	326	–	–	–	43	–	–	–	8	–	3	3	1	–	–	–	–	–	2	–	1 00	1 50
Daigle pl.,	175	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Benedicta pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Golden Ridge pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 9, R. 6 pl.,	45	27	20	–	–	–	16.0	–	2	–	1	1	–	–	4 00	–	–	1	–	–	1 50	1 50
Reed pl.,	18	30	20	17	11	–	12.0	12.0	2	–	1	1	1	100 00	8 00	–	–	2	1	–	1 50	1 25
Nashville pl.,	25	15	13	25	20	–	12.0	12.0	2	–	1	1	–	–	–	–	–	1	1	–	1 50	–
	9,326	4,282	2,401	2,776	1,896	496	11.1	11.1	178	24	106	66	10	1,447 17	482 73	4	38	129	56	16 77	1 86	1 93

CUMBERLAND COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teachers' board per week.
Baldwin,	440	282	196	295	228	31	10 7	9.3	11	1	11	1	–	–	75 00	–	8	10	1	18 25	1 79	1 34
Bridgton,	950	503	418	519	410	41	10.0	9.0	20	2	20	16	1	150 00	–	–	13	20	7	20 00	1 92	1 25
Brunswick,	1,711	852	726	1,050	864	204	11.0	12 0	24	–	27	24	–	–	150 00	2	18	29	19	28 50	3 75	2 00
Cape Elizabeth,	1,204	630	570	989	790	–	12.5	12.0	12	–	12	9	–	–	186 00	2	12	10	2	26 50	2 25	3 00
Casco,	458	247	188	286	228	48	11.6	13.7	9	–	8	2	–	–	70 00	–	6	8	2	24 00	2 25	1 23
Cumberland,	–	322	233	360	284	118	9.8	9.8	12	2	10	5	–	–	–	1	8	10	1	22 40	2 00	2 00
Falmouth,	650	372	300	488	370	90	8.8	10.1	12	–	12	3	–	–	111 60	–	11	10	–	26 88	2 69	1 73
Freeport,	977	496	363	676	506	143	10.1	11.3	17	3	17	3	–	–	75 58	–	14	18	3	20 06	2 13	1 45
Gorham,	1,143	600	500	500	400	–	13.5	10.0	20	1	18	–	–	–	–	–	10	18	6	20 00	2 25	1 60
Gray,	607	334	284	436	365	98	9.4	11.7	11	–	11	9	1	400 00	121 19	–	9	12	2	18 70	1 88	1 80
Harpswell,	595	396	306	363	282	105	10.2	10.2	18	–	12	1	–	–	–	–	9	14	3	20 88	1 86	2 00
Harrison,	462	283	190	360	288	75	9.0	11.5	14	2	14	9	–	–	50 00	–	6	13	7	13 00	2 37	1 00
Naples,	413	331	252	143	93	107	8.5	4.0	13	–	12	–	–	–	120 00	–	5	12	8	15 00	2 00	1 20
New Gloucester,	650	321	256	363	303	83	11.0	10 8	13	2	11	6	–	–	138 14	–	10	12	4	22 31	2 04	1 63
North Yarmouth,*	391	169	120	217	174	–	11.9	10.5	7	3	7	5	–	–	100 00	–	5	7	2	26 00	2 05	1 50
Otisfield,	436	242	182	304	252	62	10.0	12.0	12	1	12	6	–	–	50 00	9	8	12	4	16 00	1 60	75
Portland,	9,754	5,334	4,129	5,347	4,040	–	21.0	21 0	16	–	10	19	1	50,000 00	4,570 41	–	12	74	77	73 60	6 03	2 00
Pownal,	388	221	169	312	260	128	10 0	9.5	8	4	12	7	–	–	–	–	5	7	6	19 00	2 19	1 39
Raymond,	501	232	185	318	253	–	6.5	11.6	11	–	11	2	–	–	–	–	6	8	5	21 00	2 26	2 12
Scarborough,*	723	342	250	390	274	–	12.3	12.3	11	1	10	7	–	–	85 00	–	10	9	–	29 70	3 60	1 63
Sebago,	378	243	185	289	202	72	10.0	10.1	8	2	9	6	–	–	60 00	–	9	9	1	13 27	1 66	91
Standish,	737	415	324	493	381	67	12.5	11.3	16	1	16	8	–	–	94 47	–	10	16	5	18 70	2 00	1 25
Westbrook,	1,762	1,328	865	1,070	804	208	14.5	14.5	17	–	17	6	–	–	455 61	1	12	21	9	35 00	2 25	2 38
Windham,	949	504	335	600	490	100	10.0	12.0	19	–	19	12	1	800 00	–	–	14	18	8	20 00	2 50	1 25
Yarmouth,	683	346	265	416	323	–	10.8	4.8	7	2	9	1	–	–	–	–	6	9	6	30 83	2 34	2 09

FRANKLIN COUNTY.

Avon,	302	160	150	249	192	89	8.7	10.0	12	–	11	8	–	–		75 00	2	6	7	2	15	50	1 40	1 00
Carthage,	–	125	100	140	126	15	8.0	9.0	7	–	5	5	–	–		–	–	3	7	4	15	00	1 50	1 10
Chesterville,	400	297	236	284	225	63	8.2	9.3	12	1	11	6	–	–		–	–	5	12	6	20	37	2 05	1 12
Farmington,	950	504	367	634	473	150	8.9	10.1	30	6	23	8	–	–		–	–	14	20	11	18	00	2 00	1 50
Freeman,	250	178	139	200	187	75	8.4	8.9	10	2	10	7	–	–		25 00	–	7	8	3	15	57	1 13	1 00
Industry,	294	160	130	275	250	80	8.0	10.0	12	1	9	6	–	–		50 00	–	5	7	5	13	00	1 40	95
Jay,	633	333	272	400	375	149	10.0	11.8	16	4	15	8	–	–		105 00	–	11	16	6	19	50	1 66	1 14
Kingfield,	201	98	63	142	106	43	10.0	12.2	6	–	5	4	–	–		80 00	–	5	6	–	19	50	1 77	90
Madrid,	191	65	42	131	90	66	10.0	9.3	8	–	5	3	–	–		–	–	5	2	2	12	00	1 58	1 00
New Sharon,	640	384	304	500	416	126	9.4	10.2	19	2	19	6	–	–		125 00	–	9	17	11	20	11	1 76	1 50
New Vineyard,	310	165	130	252	235	109	9.4	10.2	12	3	8	6	–	–		49 37	–	6	9	4	15	67	1 75	95
Phillips,	643	339	249	449	337	–	9.0	10.1	19	–	14	12	–	–		60 00	–	13	13	3	15	86	1 40	1 00
Rangely,	113	40	15	74	18	43	8.8	11.3	4	–	4	2	1	$184	00	7 00	–	3	2	–	12	83	1 55	1 00
Salem,	138	91	79	117	75	26	8.2	10.9	7	2	6	–	–	–		23 11	–	3	4	1	15	00	1 33	95
Strong,	260	164	121	209	158	45	10.4	11.8	8	4	7	4	–	–		52 00	–	4	7	5	17	05	1 63	1 03
Temple,	220	129	26	186	156	60	7.0	2.0	10	1	7	3	–	–		50 00	–	5	7	5	15	50	1 50	1 00
Weld,	415	215	155	297	231	90	10.1	10.3	11	1	11	2	–	–		60 00	–	4	7	7	16	50	1 58	1 00
Wilton,	600	350	250	510	275	–	9.0	10.5	14	4	18	10	–	–		–	1	12	15	5	18	50	1 75	1 25
Eustis pl.,	123	91	69	36	31	–	7.3	6.0	4	–	3	–	–	–		23 00	–	–	4	3	–		1 34	1 00
Letter E pl.,	51	32	27	35	31	12	13.5	15.5	2	–	2	1	–	–		–	–	2	2	1	12	00	1 92	98
Perkins pl.,	44	24	18	34	27	–	10.0	8.0	3	–	–	–	–	–		–	–	–	4	–	–		1 31	–
Rangely pl.,	25	–	–	–	–	–	–	–	1	–	–	–	–	–		–	–	–	–	–	–		–	–
Dallas pl.,	53	30	22	26	20	–	8.0	8.0	1	2	1	–	–	–		9 24	–	1	1	–	18	00	1 25	1 50
Sandy River pl.,	73	47	27	52	35	15	5.5	6.0	4	–	2	–	–	–		16 00	–	2	4	1	13	00	1 50	1 50
Washington pl.,	28	22	12	24	19	6	8.0	12.0	1	–	1	–	1	125	00	–	–	–	1	1	–		1 00	1 00
	6,958	3,783	2,903	5,316	5,018	1,262	8.6	9.8	229	33	197	121	2	309	00	1,039 72	3	125	181	86	16	09	1 50	1 10

* In footing these columns the last published returns of these towns—whose returns for this year are incomplete—are used in order to ascertain as nearly as possible the aggregates and averages due to the county.

HANCOCK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No registered in winter schools	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No of school houses.	No. in good condition	No. of school houses built last year.	Cost of school houses built last year	Expended for repairs, fuel, &c	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Amherst,	170	141	80	99	74	14	14.0	8.0	3	1	3	1	–	–	30 88	–	2	4	1	25 00	2 38	1 50
Aurora,	101	72	46	55	48	3	11.8	8.0	3	–	3	3	–		9 00	–	1	3		20 00	2 00	1 19
Bluehill,	181	461	341	471	1[illegible]	–	11 7	8.2	18	1	18	8	1	50 00	–	–	11	19	1	26 10	2 07	1 40
Brooklyn,	426	223	222	30[illegible]	23	34	9.6	8.7	9		8	6	–		114 00	–	7	10	3	27 00	1 72	92
Brooksville,	413	3[illegible]	282	230	177	62	14.0	8.3	12	–	12	4	–	–	–	–	10	11	2	21 80	1 95	94
Bucksport,	1,345	90[illegible]	515	918	663	–	11.0	10.5	18	–	21	17			221 00	1	10	21	8	27 70	2 24	1 58
Castine,	532	32[illegible]	275	28[illegible]	241	48	16.0	12.9	4	–	6	5			536 45	1	5	7	4	34 00	2 75	2 06
Cranberry Isles,	148	96	73	108	90	12	8.5	9.6	5	–	4	1			37 50	1	1	4	4	26 00	2 04	2 00
Deer Isle,	[illegible]	1,023	790	950	749		6 5	7.0	31	–	30	25			–	–	21	30	8	23 00	2 25	1 50
Dedham,	[illegible]	104	82	10[illegible]	111	28	8.8	9.3	6	1	5	5		–	30 00	–		4	7		2 26	1 25
Eastbrook,	[illegible]	11	30	43	34	1[illegible]	5 9	4.9	4		2				1 50	–	1	4		18 00	1 44	–
Eden,	[illegible]	28[illegible]	222	350	281	9[illegible]	8 1	9.8	14		9	2		–	107 84	6	–	10	8	25 50	2 35	1 33
Ellsworth,	2,35[illegible]	1,270	888	1,12[illegible]	973	100	11 7	13.3	21	2	22	14	1	475 00	200 00	3	14	32	12	37 50	3 22	2 00
Franklin,	402	289	214	120	97	18	8 8	8.0	11	–	7	3		–	18 00		3	9	–	26 00	2 13	1 50
Goulds'borough,	8[illegible]	53[illegible]	328	362	276	100	7 8	8.1	16	1	13	9			200 00	–	10	16	7	34 28	1 62	1 30
Hancock,	3[illegible]	42[illegible]	166	200	2[illegible]	10[illegible]	12.0	9.0	7	–	7	3	–	–	45 00	–	7	7	–	24 00	2 12	1 11
Marias'ille,	160	140	121	150	137	15	9 2	9.2	5	–	5	3	–		9 00	–	1	5	4	25 00	2 00	1 50
Mount Desert,	407	207	164	262	209	125	8 4	8 9	12	–	10	3	–	–	–	–	8	9	–	26 12	1 05	1 50
Orland,	730	536	412	670	457	216	10.5	9.3	17	2	16	10	–		165 00	1	9	13	3	26 00	2 15	1 63
Otis,	93	60	44	70	48	17	7 2	6 2	3	–	3	2	1	100 00	16 00	–	2	2	–	18 00	1 62	1 31
Penobscot,	641	407	314	501	423	94	11 7	10.3	13	1	13	5	–		170 00	–	10	13	3	25 00	2 15	1 37
Sedgwick,	538	328	252	381	330	108	5.9	8 7	10	–	10	3	–	–	116 07	–	9	10	1	26 30	2 10	1 16
Sullivan,	287	186	142	174	141	–	14.8	9.8	6	–	6	4	–	–	–	–	6	6	–	23 93	2 00	1 33
Surry,	575	390	272	370	288	–	8.9	9.3	8	1	8	6	–	–	87 35	–	7	10	3	25 00	2 26	1 28
Tremont,	730	485	485	151	440	66	10.3	10.0	14		11	10		–	–	–	17	14	3	28 50	2 18	1 26
Trenton,	60[illegible]	350	300	425	370	–	10.4	9.5	12		11	4	–	–	–	–	9	11	2	25 00	2 50	1 50

Cuba,	170	113	109	140	95	–	10.2	6.0	5	–	4	2	1	207 00	11 30	–	3	5	2	20 00	2 05	1 15	
Swan Island,	226	140	110	175	110	10	8.6	10.0	6	–	6	5	1	500 00	30 00	–	4	3	2	24 00	2 50	1 40	
Verona,	132	132	105	113	88	25	8.5	9.0	4	–	4	–	–	–	30 00	–	2	5	2	21 50	2 00	1 50	
No. 10,	10	8	8	–	–	–	20.3	–	1	–	1	1		350 00	10 25	–	–	1	–	–	3 50	50	
No. 33, Mid. Div.,	41	34	25	–	–	–	8.0	–	1	–	1	1	–	–	–	–	–	1	–	–	2 00	1 25	
Old Harbor or Marshall Island,	8	–	8	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1 75	–	
	16,339	12,107	7,184	9,131	8,371	1365	10.3	9.1	293	9	271	165	5	1,682 00	2,108 59	13	140	375	89	25 50	2 09	1 38	
KENNEBEC COUNTY.																							
Albion,	430	270	208	345	268	75	10.1	10.0	14	–	14	9	–	–	90 00	–	10	15	4	19 00	1 60	1 00	
Augusta,	2,721	708	516	773	628	150	11.5	12.6	21	–	24	14	–	–	–	–	16	22	6	24 02	2 44	–	
Belgrade,	607	377	310	465	366	88	8.	8.6	18	–	18	11	–	–	–	–	10	15	8	19 00	2 25	2 23	
Benton,	515	271	213	306	251	85	9.9	10.6	10	–	10	7	–	–	68 69	–	7	10	3	19 45	2 05	1 04	
Chelsea,	414	220	185	222	163	59	11.6	10.2	9	–	9	5	–	–	150 00	–	2	8	6	20 00	2 00	1 33	
China,*	1,225	640	536	781	651	–	19.5	11.0	23	1	22	19	–	–	–	–	19	22	3	24 27	2 50	1 37	
Clinton,	670	444	335	511	374	120	10 6	13.8	12	–	12	9	–	–	132 48	–	10	12	8	17 14	2 07	1 20	
Farmingdale,	270	228	164	61	25	–	11.0	13.1	3	1	5	3	–	–	41 40	–	3	6	3	23 50	2 15	1 44	
Fayette,	294	134	106	207	155	88	9.0	9.7	10	4	10	5	–	–	89 75	–	4	7	7	17 34	1 98	1 23	
Gardiner,	1,409	957	678	875	694	52	18.3	12.0	–	–	15	7	–	–	567 29	4	3	16	17	40 30	2 50	1 63	
Hallowell,	742	477	381	436	351	–	13.0	12.0	3	–	10	10	–	–	346 81		2	8	7	44 00	2 44	1 83	
Litchfield,	601	319	251	420	325	101	9.6	10.5	14	1	13	12	–	–	100 00		10	–	4	16 50	1 61	1 03	
Manchester,	233	122	85	160	128	38	11.0	12.0	7	–	7	2	–	–	95 00		4	7	3	22 00	1 62	1 25	
Monmouth,*	644	400	322	422	339	–	11.0	10.2	12	2	12	5	–	–	25 00		7	12	5	22 31	2 21	1 25	
Mt. Vernon,	484	283	222	308	316	140	8.9	9.6	13	–	13	7	–	–	96 00		10	10	5	20 83	1 78	1 15	
Pittston,*	1,053	563	500	594	513	–	8.9	8.6	18	–	17	7	–	–	–		10	22	7	20 56	2 25	–	
Readfield,	480	277	216	343	293	72	9.5	11.5	12	–	12	7	–	–	150 00		5	12	6	18 80	1 85	1 47	
Rome,	328	248	191	325	254	67	8.7	9.3	8	–	8	7	1	200 00	80 00		6	8	2	19 00	1 90	1 37	
Sidney,	657	414	317	340	430	126	8.2	9.1	20	–	20	16	1	336 00	98 46		10	17	10	18 28	2 23	1 37	
Vassalborough,	1,140	679	461	719	615	90	9.0	10.3	23	–	23	14	–	–	500 00		13	24	13	20 00	2 30	1 35	
Vienna,	332	147	119	241	207	50	7.7	11.4	10	–	10	8	–	–	62 43		5	6	5	21 00	1 77	1 33	
Waterville,	1,689	949	693	851	633	175	10.0	11.2	15	1	20	15	–	–	190 00		8	23	14	26 50	2 55	1 41	
Wayne,	402	218	158	330	260	137	9.5	10.7	10	2	10	4	1	250 00	100 00		5	8	7	21 75	2 05	1 30	
West Gardiner,	501	313	237	354	282	41	11.2	12.5	9	–	9	6	–	–	–	–	4	9	5	20 50	1 98	1 75	
Windsor,	541	452	430	470	440	45	11.0	11.0	13	2	13	4	–	–	44 52	–	11	12	–	18 50	1 63	1 05	

* See foot note, page 190.

KENNEBEC COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Winslow,	651	385	278	466	345	98	10.1	10.2	16	1	15	5	1	250 00	336 94	–	10	15	7	18 50	2 25	1 25
Winthrop,	732	346	293	453	501	300	3.11	10 2	10	1	10	6	–	–	258 52	2	6	10	6	22 28	2 16	1 60
Clinton Gore,	97	72	57	80	53	43	8.3	10.3	2	–	2	1	–	–	10 00	–	–	2	2	–	2 47	1 15
Unity pl.,	14	13	10	13	6	–	6 0	10.0	1	–	1	1	–	–	12 00	–	–	1	1	–	1 63	50
	20,011	9,983	8,487	12,224	9,758	2,237	10 2	10	338	18	311	228	4	2,830 00	3,465 35	9	213	334	176	21 80	2 06	1 33

KNOX COUNTY.

Appleton,	610	373	299	489	34	116	10.0	9.5	12	1	11	7	–	–	75 00	–	9	13	5	20 00	1 83	1 06
Camden,	2,015	1,229	1,040	1,450	1,200	125	10.1	12 0	17		20	15	–	–	–	2	14	24	11	25 00	2 00	2 00
Cushing,	301	203	124	196	133	–	11.4	8.0	7		6	2	–		14 00	–	6	7	–	19 37	1 62	1 25
Friendship,	269	163	135	210	145	44	11.1	9.5	6	–	6	2	–	–	32 25	–	5	6	1	21 68	1 49	1 25
Hope,	438	266	205	310	261	98	11.8	11 5	7	1	4	4	–	–	59 18	–	6	9	1	20 80	1 83	1 23
North Haven,	407	239	181	273	208	127	9 8	10.8	6		6	5	1	400 00	67 00	–	7	6	–	27 00	1 50	1 75
Rockland,	2,757	1,656	1,240	1,764	1,315	–	13.3	17 0	5	2	14	9	–	–	–	3	8	22	15	30 40	3 38	2 00
South Thomaston,	651	367	275	476	367	–	9 0	10.0	12		11	8	–	–	–	–	10	12	3	22 50	2 33	1 84
St. George,	1,437	646	477	697	541	51	9 0	9.5	13	5	17	4	–	–	159 31	–	14	14	6	18 20	2 22	1 50
Thomaston,	1,103	688	500	616	499	14	10 0	15.0	1	3	11	9	1	700 00	400 00	2	4	11	9	32 00	4 25	–
Union,	780	569	502	640	591	179	10 2	11.7	15	–	15	10	–	–	100 00	–	13	13	2	22 00	1 62	1 69
Vinalhaven,	679	308	243	560	431	252	9.4	8.0	11	–	11	6	–	–	55 00	–	12	7	3	23 00	2 25	1 10
Warren,	933	606	520	662	580	78	10.4	10.6	19	2	19	7	–	–	180 00	1	15	18	3	22 00	1 90	1 87
Washington,	599	306	258	446	378	110	12.0	12.0	13	–	11	5	–	–	130 00	–	10	13	3	20 00	1 75	1 50
Matinicus Isle,	109	56	46	83	58	20	12.0	12 0	1	1	1	1	–	–	13 68	–	2	1	–	17 60	2 25	1 75
	12,808	7,666	6,127	8,902	6,751	1,253	10.6	11.2	153	16	168	94	2	1,100 00	1,285 42	8	135	176	61	22 45	1 47	1 45

LINCOLN COUNTY.

Alna,	300	194	148	224	185	–	10.0	8.5	6	–	6	4	–	–	–	–	6	6	–	20 50	1 80	1 35
Boothbay,	1,079	630	523	766	576	299	10.3	10.3	17	–	17	8	–	–	281 45	–	15	15	1	26 12	2 00	2 43
Bremen,	332	225	183	272	187	80	9.5	11.5	9	1	9	5	–	–	75 00	–	6	9	2	20 00	1 75	1 25
Bristol,	1,268	718	541	804	613	86	12.0	11.0	21	1	18	10	–	–	–	–	17	23	3	23 00	1 85	1 57
Damariscotta,	576	313	243	382	225	69	10.5	9.2	6	1	7	6	–	–	98 89	1	6	7	1	24 00	2 12	2 32
Dresden,	461	255	189	321	253	91	10.0	9.8	9	1	7	3	–	–	55 32	–	5	8	3	20 00	2 22	1 41
Edgecomb,	474	272	185	327	263	144	10.1	11.6	8	–	8	1	–	–	85 54	–	6	7	2	20 50	2 44	1 77
Jefferson,	859	521	403	472	374	–	9.1	9.5	17	–	14	6	–	–	200 00	–	12	18	4	17 92	1 55	1 09
Newcastle,	647	365	293	397	331	–	9.2	11.2	14	–	14	2	–	–	–	–	10	12	3	20 00	1 96	1 59
Nobleborough,	605	368	326	417	331	49	11.4	8.5	12	–	12	5	–	–	–	–	11	13	1	20 58	1 74	1 50
Somerville,	206	176	161	235	208	35	10.2	9.0	7	2	6	3	–	–	40 00	–	6	6	2	18 00	1 75	1 13
Southport,	287	104	75	206	176	102	9.2	8.2	5	1	5	4	–	–	50 00	–	4	3	2	24 00	2 12	1 83
Waldoborough,	2,050	989	682	910	712	275	13.	11.3	31	1	30	25	–	–	–	1	25	30	4	24 50	1 87	2 25
Westport,	341	189	137	246	194	95	11.0	9.0	6	–	6	1	–	–	60 00	–	5	5	1	24 00	1 67	2 25
Whitefield,	700	433	348	529	419	96	9.6	10.9	18	–	18	12	–	–	216 00	–	15	17	2	19 66	1 57	–
Wiscasset,	767	785	–	336	250	–	11.3	11.6	6	–	6	6	–	–	–	1	6	6	2	23 75	–	2 25
Monhegan Isle,	54	36	24	44	44	19	12.0	11.0	1	–	1	1	–	–	1 25	–	1	1	–	25 00	2 00	–
	11,096	6,573	4,564	6,883	5,341	1,440	10.5	10.2	183	8	184	107	–	–	1,166 53	3	15	186	33	21 85	1 90	1 73

OXFORD COUNTY.

Albany,	334	115	121	222	174	103	8.3	8.7	9	1	6	6	–	–	37 00	–	6	9	3	15 75	1 64	. 99
Andover,	281	177	141	200	145	–	8.0	8.9	8	–	7	3	–	–	59 50	–	5	7	3	17 40	1 75	1 25
Bethel,	938	561	403	681	520	–	7.4	8.5	25	3	26	9	1	300 00	–	–	15	21	12	18 50	2 12	1 33
Brownfield,	530	321	241	413	302	104	11.1	11.9	15	–	14	7	–	–	132 45	–	6	12	9	15 61	1 85	79
Buckfield,	601	321	265	377	298	56	10.2	10.5	13	3	13	7	1	446 00	94 12	–	8	15	5	16 50	1 85	1 16
Byron,	101	94	81	80	68	27	8.0	8.1	7	–	3	–	–	–	12 00	–	–	–	–	14 00	1 19	–
Canton,	359	226	176	300	240	74	9.6	10.7	10	1	9	3	–	–	96 92	–	4	10	6	19 75	2 00	1 25
Denmark,	404	252	211	387	379	135	7.6	10.3	14	–	14	9	1	200 00	125 00	–	10	14	4	16 00	1 75	1 25
Dixfield,	421	252	198	294	237	44	9.7	8.8	11	1	10	2	–	–	100 00	–	8	11	3	15 35	1 70	1 15
Fryeburg,	580	283	264	380	274	90	9.8	11.2	15	–	15	5	–	–	125 00	–	6	14	9	18 00	2 50	1 25
Gilead,	147	92	76	107	89	31	7.8	8.2	6	–	6	2	–	–	21 00	–	3	6	3	16 66	1 90	92
Grafton,	36	22	15	23	15	11	10.0	8.0	3	–	1	1	–	–	3 00	–	1	1	–	15 00	1 50	–
Greenwood,	339	203	163	257	200	54	8.0	8.5	13	–	12	6	–	–	48 34	–	8	11	4	15 37	1 47	1 05
Hanover,	119	37	22	80	65	46	7.4	10.0	4	1	4	3	–	–	200 00	–	2	2	2	15 00	1 97	1 00
Hartford,	416	277	212	304	257	78	8.3	9.8	13	3	14	7	–	–	40 00	–	7	13	–	14 00	1 82	1 29
Hebron,	289	180	142	219	173	39	10.4	11.8	6	3	8	6	–	–	58 98	–	4	8	3	21 08	1 87	1 02

OXFORD COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer	Av. length of summer schools in weeks	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Hiram,	495	327	225	334	260	78	8.2	7.6	14	1	14	3	1	250 00	73 89	1	6	12	5	17 25	1 77	0 83
Lovell,	336	322	242	383	303	80	10.4	10 5	14	4	13	6	–		125 00	–	4	13	4	18 45	1 79	2 00
Mason,	70	44	30	46	37	13	9 0	7.0	1	1	1	1	–		5 00	–	1			16 00	1 50	90
Mexico,	424	136	94	142	100	24	9.5	9.5	7		6		–		27 35	–	5	5	1	15 50	2 00	1 07
Newry,*	176	133	100	170	151		9.0	10.0	6	1	6	2	–		20 00	–	4	6	2	16 00	1 75	1 25
Norway,	803	630	416	564	451	127	8.3	9.7	15		17	14	–		150 71	1	11	17	7	22 50	1 92	1 25
Oxford,	308	230	224	211	179	56	9.0	10 0	10	2	11	4	–	–	40 00	–	7	9	4	21 10	2 00	1 50
Paris,*	1,032	570	419	636	513	183	9.4	11 7	15	–	18	14	2	803 00	290 00	–	15	20	9	20 25	1 75	1 62
Peru,	477	285	211	286	228	70	10.7	10.0	10	–	10	4	–		–	–	8	10	2	17 00	1 84	1 12
Porter,	453	321	261	247	200	55	10.2	10.0	3	3	13	2	–	–	110 00		9	13	1	16 55	1 84	1 04
Roxbury,	70	52	34	36	23	6	6.3	10 6	5	1	2	2	–			–	1	5	2	10 00	1 57	80
Rumford,	492	316	258	392	316	95	10.1	10.7	13	1	13	3			–		12	13	1	14 35	2 58	–
Stow,	219	110	90	190	160	80	8 0	10.0	8	–	7	4	–		60 00	–	2	8	6	19 00	2 00	1 00
Stoneham,*	216	131	86	167	104	–	10.0	10.0	6	–	5	–	–	–	–	–	3	5	2	11 33	2 00	1 25
Sumner,	427	245	193	273	219	83	9.4	11.0	16	–	15	11	–	–	50 00	–	8	13	5	16 00	1 60	1 12
Sweden,	269	161	129	192	135	31	10.0	10.5	8	–	8	5	1	400 00	45 00	–	5	7	3	19 13	1 88	1 45
Upton,	92	50	34	59	45	9	9.0	11.0	4	1	3	3	–	–	1 50	–	1	3	2	12 00	2 00	–
Waterford,	519	313	245	362	316	49	10.1	10.0	14	1	13	10	1	400 00	–	–	8	14	4	21 38	1 75	1 02
Woodstock,	381	171	126	331	170	83	10.0	10.0	11	1	10	4	1	500 00	40 00	–	6	11	3	19 58	1 75	1 09
Andover N. Surplus,	42	14	12	–	–	–	8.0	–	2	–	1	–	–	–	–	–	–	1	–	–	1 50	1 50
Franklin pl.,	118	78	60	68	47	13	8.6	11.0	3	–	3	3	–	–	60 00	–	1	3	2	16 00	1 60	1 14
Lincoln pl.,	20	14	12	17	13	4	10.0	10.0	1	–	1	1	–		–	–	–	1	1	–	2 25	1 00
Milton pl ,	98	30	23	31	19	13	12.0	11.0	2	2	2	–	–	–	30 00	–	1	1	–	16 00	1 75	1 13
	14,762	8,073	6,400	9,469	7,731	2,092	9.2	9.8	365	32	358	174	9	3,296 00	2,508 06	2	205	350	132	16 53	1 87	1 16

PENOBSCOT COUNTY.

Alton,	144	108	125	90	12	93	10.	7.	–	3	3	–	–	–	–	–	2	7	1	18	00	1	81	1 42
Argyle,	137	80	71	55	40	11	7.8	4.	–	–	–	–	–	–	–	–	–	–	–	–		–		–
Bangor,	5,974	3,776	3,101	4,026	3,157	250	11.	10.9	1	–	36	34	–	–	2,205	38	5	9	62	59	53	00	3	00 –
Bradford,	676	358	253	447	336	–	10.2	11.3	13	–	12	4	–	–	–		–	11	12	2	20	60	2	25 95
Bradley,	365	134	95	209	144	–	12.2	12.3	4	–	4	2	–	–	59	07	–	1	4	3	35	00	3	00 2 00
Brewer,	986	570	437	739	594	167	11.7	13.3	7	11	10	7	–	–	216	31	–	5	12	8	34	00	2	53 1 62
Burlington,	240	167	142	211	184	44	12.	12.	6	–	4	3	–	–	72	00	–	2	6	2	18	00	2	00 1 25
Carmel,	552	376	293	364	278	90	10.4	10.	11	–	10	6	–	–	91	65	–	7	13	4	21	00	1	61 78
Carroll,	185	118	87	129	80	59	11.2	10.	6	–	6	–	1	$150 00	–		–	2	6	3	20	00	2	00 1 00
Charleston,	501	315	247	357	285	–	12.	11.6	–	–	–	–	–	–	–		–	–	–	–	–		–	–
Chester,	154	86	65	84	32	14	9.	8.	6	5	3	–	–	–	27	74	2	5	1	–	14	00	2	00 2 00
Clifton,	132	98	75	65	51	19	9.4	11.	4	–	4	2	–	–	21	50	–	1	4	3	16	00	1	77 87
Corinna,	618	343	263	466	365	123	8.2	10.4	14	2	15	10	1	300 00	275	00	–	2	17	14	19	50	2	03 1 00
Corinth,	732	501	367	503	389	–	5.3	13.3	18	1	16	9	–	–	–		–	9	18	8	20	79	1	90 1 09
Dexter,	858	578	446	573	464	50	9.8	10.6	12	1	15	10	–	–	–		1	5	16	11	20	96	2	44 1 28
Dixmont,	581	324	262	399	317	100	10.	10.9	13	2	13	9	–	–	100	00	–	9	13	4	19	18	1	53 1 12
Eddington,	311	182	140	233	183	93	9.7	10.1	7	1	7	5	–	–	57	34	–	6	6	2	21	47	1	91 1 28
Edinburg,	25	13	8	16	9	3	10.	12.	1	1	1	1	1	376 00	4	00	1	–	1	1	–		2	13 1 25
Enfield,	227	161	116	62	43	18	12.1	11.5	5	–	5	1	–	–	20	00	–	–	6	2	–		2	28 1 13
Etna,	348	229	162	293	281	48	11.6	10.3	8	–	8	4	–	–	172	16	–	7	9	3	17	50	1	93 88
Exeter,	626	362	265	456	363	–	9.5	11.	13	1	13	10	–	–	–		–	10	13	4	20	00	2	00 1 75
Garland,	593	329	262	406	326	–	10.6	11.	9	3	10	7	–	–	–		–	8	11	3	22	13	2	15 –
Glenburn,	324	176	159	196	185	35	10.6	12.2	7	1	6	4	1	400 00	76	00	–	3	7	4	21	00	2	50 1 25
Greenbush,	313	226	166	46	40	–	14.2	8.	8	–	5	2	–	–	20	50	–	1	7	–	22	00	1	83 95
Greenfield,	162	110	96	40	35	–	14.	10.	5	–	1	–	1	200 00	20	00	–	1	5	–	22	00	2	50 1 25
Hampden,	1,248	876	695	912	849	–	10.5	9.	20	–	20	7	–	–	–		–	6	22	15	23	00	2	75 1 50
Hermon,	604	368	279	387	318	–	9.	12.	14	1	11	10	–	–	75	00	–	8	12	4	15	00	1	50 93
Holden,	319	214	148	200	167	–	9.4	10.	9	–	8	7	–	–	25	00	–	3	9	4	22	67	2	25 1 50
Howland,	84	–	–	–	–	–	–	–	4	–	4	1	–	–	–		–	–	3	1	–		–	–
Hudson,	331	202	156	207	152	–	9.4	9.2	7	–	7	4	–	–	–		–	3	7	4	20	00	1	92 1 50
Kenduskeag,	349	222	159	246	197	24	10.4	12.3	4	3	6	2	–	–	–		–	3	6	4	22	00	2	25 1 75
Lagrange,	304*	175	119	196	146	–	11.5	11.5	4	–	3	1	–	–	40	72	–	3	3	1	20	00	2	00 1 50
Lee,	374	112	86	243	204	26	8.3	9.6	9	–	9	5	–	–	75	00	1	5	5	1	18	20	1	94 1 25
Levant,	566	357	265	328	250	106	10.	10.1	10	3	10	4	–	–	65	00	–	9	9	2	19	63	1	88 1 13
Lincoln,	601	405	297	292	222	72	12.	11.4	11	–	10	4	–	–	–		–	3	12	6	24	67	2	47 1 45
Lowell,	228	123	92	52	40	13	9.	8.	7	–	4	4	–	–	16	00	–	1	5	–	20	00	1	85 1 25

* See foot note, page 199.

PENOBSCOT COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Mattawamkeag,	97	74	55	43	36	2	12.0	12.0	3	-	1	1	-	-	23 05	-	-	3	1	-	1 75	1 17
Maxfield,	67	60	52	-	-	-	10.0	-	4	1	2	-			-	-	-	4		-	1 78	1 06
Milford,	234	183	127	185	161	6	13.1	11.5	4	-	4	3	1	625 00	103 84	1	2	4	3	24 00	2 03	1 80
Newburg,	480	306	253	386	336	80	9.8	10.8	10	-	10	8	-		85 00	-	-	9	11	21 60	1 75	1 15
Newport,	491	197	145	222	166	56	10.6	10.4	11	2	10	7		-	-	-	-	2	11	25 00	2 00	1 50
Oldtown,	1,274	705	556	744	575	57	10.2	11.0	8		10	10	-	-	245 36	3	8	16		26 82	1 79	1 83
Orono,	776	426	325	308	242	80	15.0	12.5	1	-	10	8			200 00	1	4	9	2	32 00	2 60	2 00
Orrington,	724	488	391	544	453	62	10.5	11.5	12	-	13	9	-	-	-	-	8	13	5	28 86	2 30	1 60
Passadumkeag,	133	94	77	-	-	-	10.2	-	4	-	-	4	3	-	20 00	-	1	4	3	20 00	2 50	-
Patton,	255	156	116	189	136	60	10.3	10.5	6	-	5	4	1	250 00	-	-	4	6	5	18 00	2 23	1 63
Plymouth,	423	278	212	210	157	41	10.2	8.2	9	1	8	4	-	-	-	-	4	9	5	21 33	2 00	1 53
Prentiss,	133	116	87	100	78	25	8.1	10.1	6	1	3	3	-	-	20 00	-	1	3	3	16 00	2 00	1 37
Springfield,	375	257	192	195	157	67	10.3	10.5	6	5	1	-	-	-	40 81	1	4	5	2	21 00	1 90	1 12
Stetson,	360	231	174	238	183	100	11.0	12.0	7	-	7	1	-	-	-	-	2	7	5	25 00	3 00	1 50
Veazie,	290	288	162	221	180	25	12.0	12.0	3	-	3	2	-	-	75 00	-	1	4	3	35 00	3 75	2 00
Winn,	133	60	44	30	24	-	12 0	7.2	3	-	2	-	-	-	-	-	-	2	1	-	2 87	1 25
Drew pl.,	-	-	-	10	8	-	-	4.0	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl.,	140	85	77	-	-	-	7.0	-	4	-	2	2	-	-	7 00	-	-	3	3	-	2 50	1 50
McCrillis pl.,	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pattagumpus pl.,	40	-	25	-	-	-	20.0	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
Webster,	15	14	13	24	19	18	3.0	11.5	1	1	-	-	-	-	16 00	-	-	1	2	-	2 12	1 38
No. 2, Grand Falls,	33	10	10	-	-	-	12.0	-	1	-	-	-	-	-	-	-	-	-	-	-	1 00	-
No. 4, Range 1,	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mount Chase,	97	47	45	-	-	-	6.1	-	-	2	-	-			-	-	-	3	-	-	1 70	-
	26,214	16,906	10,163	17,082	10,747	2,140	10.8	10.4	385	52	295	245	5	875 00	4,567 43	16	202	374	246	23 63	2 14	1 36

PISCATAQUIS COUNTY.

Abbot,	297	113	168	231	183	57	7.4	10.4	9	2	8	2	–	–		75	00	–	1	2	8	25	00	2	05	1 12
Atkinson,	419	293	227	319	247	–	9.3	9 6	11	–	9	4	1	500	00	75	00	–	4	11	6	17	00	2	25	1 25
Barnard,	85	–	–	58	–	–	–	–	3	1	2	1	–	–		7	50	–	–	–	–	–		–	–	–
Bowerbank,	44	–	–	41	29	–	–	9.5	3	–	2	2	–	–		3	40	–	–	–	3	–		2	00	1 30
Blanchard,	56	30	22	38	30	10	10.0	16.0	1	–	1	–	–	–		16	00	–	–	1	1	–		2	37	1 13
Brownville,	333	201	142	234	148	–	8.4	7.6	9	–	8	1	–	–		43	81	–	2	8	8	21	00	1	91	1 38
Dover,	788	487	397	311	415	24	9.5	10.5	16	2	16	12	–	–		–		–	4	17	13	32	00	2	29	1 37
Foxcroft,	397	287	227	222	177	55	9.4	8.5	11	–	11	5	–	–		–		–	4	10	6	24	75	2	05	1 20
Guilford,	301	214	169	222	158	45	9.4	10.8	8	–	8	4	–	–		61	37	–	4	8	4	30	00	2	00	1 50
Greenville,	118	56	48	64	50	20	12.0	10.0	4	–	3	–	–	–		20	00	–	1	3	2	30	00	2	25	1 25
Kingsbury,*	92	59	40	–	–	–	–	–	3	–	2	1	–	–		–		–	–	5	–	–		1	66	1 25
Medford,	181	45	35	101	77	25	9.2	10.0	6	–	4	3	1	350	00	17	50	–	1	5	3	15	00	2	17	1 00
Monson,	265	192	120	130	93	53	7.1	10.5	9	–	6	5	–	–		40	00	–	1	10	6	25	00	1	65	1 10
Milo,	415	260	180	285	320	–	9.6	9.5	9	–	8	3	–	–		140	00	–	2	10	7	20	50	2	00	1 50
Orneville,	249	163	142	159	130	45	9.8	11.4	8	2	6	1	–	–		145	00	–	2	7	6	16	00	1	80	1 20
Parkman,	436	281	195	324	225	101	11.2	9.5	12	2	13	5	–	–		80	65	–	6	13	5	17	57	1	28	1 14
Sangerville,*	493	250	175	359	201	–	8 7	10.6	9	2	9	7	–	–		–		–	7	9	2	23	62	1	77	1 10
Sebec,*	461	248	191	278	230	–	9 6	10.3	10	2	8	4	–	–		80	00	–	3	10	6	22	33	2	00	1 53
Shirley,	139	96	71	103	66	35	7.8	10.6	3	1	3	2	–	–		10	00	–	2	3	2	22	00	1	75	1 50
Wellington,	300	199	139	163	129	31	7 0	10.0	9	1	8	6	–	–		20	00	–	2	7	4	20	00	1	83	83
Williamsburg,	86	28	19	38	22	38	10.2	13.4	3	–	3	2	–	–		9	00	–	2	2	1	–		1	75	1 25
No. 3, Range 5,	15	12	10	–	–	–	10.0	–	–	–	–	–	–	–		–		–	–	1	–	–		1	00	1 25
	5,965	3,515	2,707	3,880	2,895	539	8.4	9.9	145	15	138	70	2	2,850	00	944	23	–	48	145	93	22	55	1	85	1 25

*See foot note, page 199.

SAGADAHOC COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks	No. of school districts.	No. parts of districts.	No. of school houses.	No in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Arrowsic,	119	68	52	63	54	18	13.0	13.0	2	-	2	2	-	-	14 00	-	2	3	-	23 00	2 00	1 56
Bath,	3,115	1,869	1,386	1,869	1,386	-	18.0	18 0	1	1	13	11	-	-	2,235 30	4	7	28	25	30 00	2 82	2 00
Bowdoinham,	765	498	402	537	434	112	11.6	12 4	18	1	18	12	-	-	153 00	-	12	20	7	21 85	1 94	1 23
Bowdoin,	626	374	296	495	359	121	10.1	9 5	18	1	18	8	-	-	108 00	-	15	17	4	17 50	1 40	1 25
Georgetown,	506	267	177	275	189	103	13.0	12 3	8	1	6	4	-	-	50 00	-	4	6	3	24 25	2 36	1 75
Perkins,	30	11	7	15	13	15	8.4	6 1	1	-	1	1	-	-	6 25	1	1	1	-	15 00	1 00	1 15
Phipsburg,	-	447	292	547	385	137	10 0	11.6	14	-	11	12	1	200 00	70 00	3	10	12	4	25 25	2 40	1 75
Richmond,	837	600	430	602	460	50	11.5	12.3	11	-	13	6	-	110 00	-	-	10	14	5	26 36	2 37	1 18
Topsham,	528	345	256	400	240	-	10 5	11.2	10	-	11	6	-	-	125 29	1	9	11	5			-
West Bath,	120	68	50	91	80	27	8.5	10.6	4	-	4	3	-	-	40 00	-	5	4	-	13 63	1 65	2 25
Woolwich,	464	290	216	315	249	71	9.7	10.2	9	-	8	4	-	-	95 00	-	10	9	-	23 25	1 93	1 58
	7,110	4,887	3,626	6,201	4,389	651	11.3	11.4	96	4	110	69	1	310 00	2,986 84	7	85	125	53	24 31	1 99	1 57

SOMERSET COUNTY.

Anson,	734	-	-	563	451	134		9.7	23		22	8	-	-	300 00	-	7	-	16	16 57	2 38	1 07
Athens,	544	310	274	413	315	84	9.3	9.6	13	1	13	3		-	148 32	-	8	11	5	17 13	2 05	1 13
Bingham,	353	160	123	230	155	107	10.2	10.9	12		8	4	-	-	75 00	-	1	8	10	26 00	1 81	92
Brighton,	326	130	146	209	146	-	7.3	8.6	9	2	7	2	-		-	-	4	9	4	16 50	1 59	92
Cambridge,	166	143	128	127	115	54	11.0	10 0	5	-	5	5	-		-	-	1	6	4	22 00	1 90	91
Canaan,	745	386	290	445	381	145	10.0	10.5	12	3	12	5	-	-	-	-	10	13	4	18 00	2 00	1 25
Concord,	240	100	74	179	138	68	8.5	8.7	12	-	9	6	-	-	32 00	-	4	7	7	14 50	1 65	98
Cornville,	399	236	189	347	270	58	9.8	10.9	13	2	12	7	1	450 00	74 00	-	6	11	7	19 80	2 02	1 04
Detroit,	275	183	136	195	145	22	11.1	12.3	4	1	5	3	-	-	66 41	-	2	5	4	19 00	2 11	1 28
Embden,	371	239	200	317	287	117	8.0	12.0	14	2	11	8	1	200 00	76 00	-	5	10	9	16 00	2 50	1 00

Fairfield,	1,055	587	455	655	526	68	10.0	10.2	16	2	18	9	–	–	177	23	–	8	19	13	22	00	2	13	1	27
Harmony,	426	286	210	340	203	24	10.3	11.1	11	–	10	7	–	–	30	00	–	5	10	5	19	40	2	10	1	25
Hartland,	413	260	215	286	228	86	8.6	10.7	6	6	10	5	–	–	223	93	–	4	10	6	17	50	1	74	1	09
Lexington,	171	128	100	135	122	15	7.1	8.3	9	–	7	4	–	–	50	00	–	3	7	5	13	34	1	78	1	00
Madison,	576	342	264	414	356	135	9.3	11.0	18	1	16	8	–	–	75	00	–	9	16	8	25	00	2	00	1	08
Mayfield,*	50	–	–	–	–	–	–	–	3	–	2	–	–	–	–		–	–	–	–	–		–		–	
Mercer,	304	230	180	319	225	15	8.5	8.9	11	–	11	2	–	–	–		–	8	11	3	22	00	1	80	1	25
Moscow,	246	140	128	188	106	48	7.0	9.1	9	–	6	1	1	300	00	95	00	–	2	7	7	21	00	2	03	1	00
New Portland,	541	326	250	460	384	134	8.0	9.0	18	1	14	13	1	175	00	100	00	–	6	14	11	18	93	1	86	1	00
Norridgewock,	634	347	264	436	336	85	8.4	11.2	20	4	16	9	–	–		40	00	–	1	13	16	28	00	2	27	1	14
Palmyra,	628	335	395	484	583	195	9.8	11.0	14	2	10	13	–	–		100	00	–	6	18	9	20	25	1	79	1	13
Pittsfield,	536	406	302	462	375	56	10 0	10.0	10	5	10	9	–	–		75	00	–	10	10	2	21	00	2	23	1	48
Ripley,	277	173	181	130	139	–	12.4	10.4	5		5	1	–	–		75	00	–	5	5	–	23	00	1	92		84
St. Albans,	987	467	334	503	440	96	10.2	10.7	15	1	15	2	2	900	00	200	00	–	11	15	4	22	00	1	86		95
Solon,	565	337	215	374	293	37	7.5	11 0	14		14	5	2	350	00	–		–	8	11	6	21	75	1	80		97
Skowhegan,	1,377	736	561	130	1,019	651	9.3	9.5	18	3	25	21	1	500	00	200	00	–	6	22	25	21	33	2	38	1	39
Smithfield,	283	174	121	223	168	85	9.4	9.0	7	–	7	4	–	–		31	00	–	5	6	2	19	50	1	89	1	01
Starks,	490	307	298	375	224	98	8.6	9.1	15	3	14	9	–	–		112	00	–	10	14	6	18	10	1	75	1	28
Dead River pl.,	50	20	15	22	18	2	8.0	8.0	1	3	1	1	–	–		22	00	–	1	1	–	15	00	1	50	given	
Flag Staff pl.,	18	20	15	20	15	3	8.0	8.0	1	–	1	–	–	–		5	30	–	–	1	1	–	–	2	00	1	38
Moose River pl.,	44	41	36	–	–	–	12.0	–	1	–	1	–	–	–		3	00	–	–	1	–	–	–	2	00	1	25
West Forks pl.,	35	18	18	12	12	2	9.	8.0	3	–	2	1	–	–		–		–	–	3	2	–	–	1	50	1	00
The Forks,	89	62	–	–	10	10		–	4	1	1	–	–	–		–		–	–	3	–	–	–	1	50	–	
No. 1, R. 2, W. K. R.,	–	–	–	–	–	–		–	–	–	–	–	–	–		–		–	–	4	1	–	–	1	25	–	
No. 1, R. 3, E. K. R.,	77	55	45	70	63	3	6.	10.0	3	3	2	–	–	–		–		–	–	–	–	–	–	–		–	
No. 1, R. 3, W. K. R.,	104	75	68	22	18	–	7.2	10.0	6	–	3	3	–	–		–		–	–	6	–	–	–	1	55	1	50
No. 2, R. 2,	41	45	24	33	16	–	7.5	8.0	3	–	2	2	–	–		8	59	–	–	3	2	–	–	1	28		76
Jackmantown pl.,	28	12	12	–	–	–	8.0	–	–	–	–	–	–	–		–		–	–	2	–	–	–	1	00	1	25
	14,107	7,947	6,085	9,179	7,587	2,045	9.3	9.4	356	46	334	177	9	2,875	00	2,087	78	–	156	317	195	20	24	1	90	1	25
WALDO COUNTY.																										
Belfast,	2,175	1,025	805	1,075	918	59	11.0	11.0	15	1	18	9	–	–		15	00	1	15	26	18	25	50	2	25	1	75
Belmont,	255	176	151	191	170	40	8.0	12.1	5	–	5	2	–	–		000	00	–	5	5	–	20	00	1	50	1	75
Brooks,	337	237	163	281	212	44	11.5	9.3	7	–	7	3	–	–		149	75	–	7	7	–	24	00	1	92	1	50

*See foot note, page 199.

WALDO COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer	No. of female teachers employed in winter.	Wages of male teachers per week, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Burnham,	419	212	183	297	221	47	9.4	9.2	8	—	6	3	—	—	12 00	—	5	8	—	1 50	1 47	1 87½
Frankfort,	[illegible]	559	393	461	439	165	8.1	10.2	16	—	16	7	—	—	202 30	—	10	17	6	2	21 50	2 75
Freedom,	302	113	120	207	227	104	9.8	8.7	9	—	9	7	—	—	110 00	—	9	9	—	—	18 00	1 50
Islesborough,	500	244	227	345	250	65	10.5	10.0	8	—	8	3	—	—	94 83	—	10	8	—	—	15 50	2 00	1 50
Jackson,	311	229	131	215	165	96	9.5	8.3	10	[illegible]	9	5	—	—	75 00	—	4	10	1	—	15 33	1 70	2 00
Knox,	415	250	117	262	210	75	10 4	10.2	9	2	9	8	—	—	183 61	—	7	9	—	—	18 14	1 85	1 00
Liberty,*	33	—	—	—	—	—	—	—	5	4	8	8	—	—	65 00	—	8	8	—	—	17 00	1 83	1 50
Lincolnville,	807	457	327	641	532	227	9.1	8.3	17	—	17	13	—	—	—	—	13	15	2	19 31	1 63	1 25
Monroe,	716	164	26	500	33	—	10.0	9.0	13	1	13	8	—	—	—	—	10	13	3	20 00	1 50	1 50
Montville,	—	356	134	403	309	47	11.5	10.0	11	7	14	4	—	—	43 00	—	15	13	1	20 00	1 58	1 75
Morrill,	211	150	112	161	145	4	10 2	10 3	4	4	6	—	—	—	60 00	—	4	6	1	18 25	1 69	1 25
Northport,	—	210	151	287	258	—	10 0	11.2	10	—	9	4	—	200 00	20 20	—	4	8	6	22 72	2 14	1 25
Palermo,	520	345	301	427	393	—	8 0	11.8	13	—	—	—	—	—	—	—	5	6	10	18 40	2 28	—
Prospect,	427	284	15	391	373	60	8.0	8.0	7	4	7	4	—	—	105 00	—	4	7	3	21 50	1 35	1 39
Searsmont,	643	352	300	435	350	112	12 8	16 6	12	2	11	9	1	—	40 00	—	11	12	1	22 00	1 65	1 40
Searsport,	950	456	400	602	505	163	9.8	10.9	11	4	13	1	—	—	114 00	1	7	15	7	31 30	2 18	1 38
Stockton,	729	486	302	592	486	129	10.6	10.0	10	5	10	8	—	—	200 00	—	7	13	5	27 57	2 55	1 75
Swanville,	120	217	188	345	193	50	9.1	9 5	6	2	6	5	—	—	60 00	—	3	7	4	25 00	1 50	1 10
Thorndike,	315	192	187	290	240	38	9.7	9 8	10	—	10	4	—	—	—	—	8	10	2	17 75	1 48	1 25
Troy,	576	322	252	401	355	70	10 2	11.2	12	3	12	9	—	—	79 21	—	9	12	3	21 00	2 00	1 17
Unity,	498	311	251	414	345	107	10.0	10.0	12	—	11	4	—	—	160 00	—	10	12	3	18 50	1 92	1 00
Waldo,	301	176	121	185	142	63	10.0	10.1	7	—	7	3	—	—	—	—	5	7	2	23 40	1 56	1 13
Winterport,	980	516	431	269	509	83	10.6	10.4	13	2	15	10	1	192 00	—	—	12	17	4	22 50	1 90	1 45
	14,278	8,848	8,848	10,603	8,226	1,887	9.9	10.0	253	45	248	141	2	392 00	2,414 93	2	210	276	81	21 43	1 83	1 46

WASHINGTON COUNTY.

Addison,	525	349	295	389	387	44	11.6	11.0	14	1	12	4	–	–	–	–	5	12	5	24 00	2 75	1 40
Alexander,	186	94	76	85	46	–	13.0	12.0	3	3	3	3	–	–	20 00	–	2	5	–	21 00	2 00	1 00
Baileyville,	136	109	77	35	26	8	11.3	16.0	4	1	4	–	–	–	12 00	–	0	4	1	–	1 75	87
Baring,	180	120	76	106	82	10	12.5	14.0	1	2	3	2	–	–	19 40	–	1	3	1	31 00	1 50	1 45
Beddington,	75	63	53	40	31	3	14.0	6.0	1	–	1	1	–	–	10 00	–	1	–	–	16 00	2 63	1 75
Calais,	2,218	1,261	939	1,241	1,006	–	15.9	14.5	9	–	15	11	1	700 00	–	3	8	20	15	31 00	2 50	2 22
Centerville,	86	57	45	–	–	–	13.2	–	3	1	2	1	–	–	44	–	–	4	–	–	2 81	99
Charlotte,	246	121	80	150	127	86	10.5	10.7	6	–	6	2	–	–	30 75	–	4	4	–	23 25	2 18	1 32
Cherryfield,	757	473	340	418	333	–	10.1	11.5	9	1	10	6	–	–	92 97	–	1	11	7	20 00	2 00	1 37
Columbia,	527	396	279	300	233	–	7.4	11.3	11	–	9	4	–	–	50 48	–	5	2	4	25 40	2 06	1 22
Cooper,	191	69	45	139	104	70	8.0	8.2	5	–	5	1	–	–	–	–	5	5	–	19 50	1 75	1 39
Crawford,*	120	80	62	70	55	–	7.0	9.0	3	–	2	1	–	–	–	–	2	3	–	22 00	1 50	1 32
Cutler,	448	301	230	248	204	48	10.2	10.0	7	–	7	2	–	–	74 00	–	4	6	–	22 75	2 25	2 25
Danforth,	122	54	38	78	59	–	12.0	12.0	3	–	3	2	1	330 00	24 75	–	1	3	2	20 00	2 25	1 38
Deblois,	52	40	33	–	–	–	24.0	–	1	–	1	1	–	–	4 25	–	–	1	–	–	2 63	1 20
Dennysville,	215	123	87	116	90	6	9.1	8.2*	2	–	2	2	–	–	24 00	–	2	3	1	27 50	2 50	1 45
East Machias,	892	611	405	369	296	242	11.1	11.1	8	–	8	4	–	–	–	2	5	8	1	25 00	2 25	2 00
Eastport,	1,670	885	500	906	530	–	20.0	20.0	1	–	6	6	–	–	1,000 00	3	4	9	8	–	–	1 32
Edmunds,	197	180	116	108	49	–	8.3	4.5	6	–	5	5	–	–	10 00	–	2	5	1	18 00	3 00	2 00
Harrington,	439	294	246	196	142	–	9.6	11.0	10	–	7	5	–	–	–	–	3	9	4	22 00	2 84	1 53
Jonesborough,	211	135	104	–	–	–	11.3	–	7	2	5	3	–	–	–	–	–	6	1	–	1 88	1 17
Jonesport,	514	257	210	250	200	75	12.0	3.0	11	–	7	7	–	–	50 00	–	3	11	–	22 00	3 50	1 75
Lubec,	1,052	670	425	725	450	160	12.0	11.1	13	–	12	9	–	–	100 00	–	6	14	2	22 00	3 00	2 00
Machias,	935	621	526	543	447	81	15.0	14.0	1	1	11	10	–	–	150 00	2	3	9	7	50 00	4 00	2 00
Machiasport,	642	309	260	319	270	–	12.0	11.0	9	1	9	6	–	–	76 00	–	6	6	5	26 50	2 75	2 50
Marion,	84	46	33	31	22	11	10.0	10.7	3	–	2	1	–	–	101 00	–	–	3	–	25 00	2 00	1 20
Marshfield,	200	132	97	140	100	6	16.0	16.5	2	–	2	2	–	–	14 00	–	1	3	2	18 00	1 50	1 56
Meddybemps,*	100	85	70	75	65	–	10.0	12.0	3	–	2	2	–	–	10 00	–	2	2	–	22 00	2 00	1 50
Milbridge,	591	402	319	241	191	58	9.5	9.5	11	2	8	–	–	–	127 24	1	4	13	2	28 00	1 75	1 50
Northfield,	118	118	75	–	–	–	–	–	3	–	3	1	–	–	–	–	–	2	–	18 00	1 75	1 88
Pembroke,	1,028	583	429	522	413	31	10.0	11.4	11	–	10	6	–	–	109 00	–	8	11	2	24 40	2 58	2 00
Perry,	556	238	198	330	302	21	13.0	12.0	12	–	12	3	–	–	70 00	–	6	7	3	24 00	2 50	1 75
Princeton,	278	211	167	230	148	19	11.0	11.0	4	–	4	2	–	–	150 00	–	3	5	2	20 33	2 27	1 52
Robbinston,	474	281	201	202	145	31	11.7	12.3	8	–	8	4	–	–	102 15	–	4	7	2	26 25	2 28	1 43
Steuben,	481	368	271	298	228	–	9.9	10.4	11	1	9	4	–	–	–	–	6	13	3	19 80	1 80	1 14
Topsfield,	194	102	64	87	55	15	10.5	12.5	4	–	4	3	–	–	15 00	–	2	4	–	15 50	2 00	1 42

*See foot note, page 199.

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer	No. of female teachers employed in winter.	Wages of male teachers per month, exclusive of board.	Wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.
Tresc tt,	284	224	157	122	96	42	10.8	4.2	8	-	8	4	-	-	25 28	-	-	3	8	23 00	2 13	1 20
Wesley,	148	92	31	83	27	-	7.1	6.0	5	-	4	3	-	-	20 00	1	2	-	2	15 33	1 35	1 50
Whiting,	193	155	101	87	68	10	13.0	9.0	6	-	4	4	-	-	36 00	1	3	-	7	21 33	1 98	1 37
Whitneyville,	269	140	95	105	125	30	16.0	12.0	1	-	1	-	-	-	40 00	1	1	-	2	35 00	3 00	2 50
Codyville pl.,	29	18	13	-	-	-	12.0	-	1	-	1	-	-	-	3 25	-	-	-	-	-	2 00	1 00
Jackson Brook pl.,	40	40	25	-	-	-	12.0	-	2	-	1	-	-	-	5 00	-	-	-	2	-	1 75	1 75
Talmadge pl.,	28	31	20	14	-	7	18.0	8.0	8	2	-	1	-	-	-	-	-	1	2	20 00	1 88	1 62
Waite pl.,	43	26	20	36	24	10	12.0	18.0	1	-	1	-	-	-	12 00	-	1	1	-	20 00	2 00	1 68
No. 7, R. 2,	58	26	18	25	14	13	11.0	12.0	2	-	1	1	-	-	17 91	-	1	2	-	16 00	1 25	1 13
No. 9, R. 4,	28	23	18	-	-	-	12 0	-	2	-	2	2	-	-	20 00	-	-	2	-	-	1 75	1 25
No. 14,*	80	60	50	-	-	-	14.0	3 0	3	1	3	-	-	-	16 00	-	1	2	-	18 00	1 87	1 25
No. 21,	62	-	-	-	-	-	-	-	3	-	-	-	1	1 80	-	-	-	-	-	-	-	-
	18,820	11,086	6,337	9,420	7,168	1,145	11.7	9.5	254	19	252	135	3	3,111 00	2,665 08	16	130	264	81	20 45	2 18	1 32
YORK COUNTY.																						
Acton,	434	217	170	322	251	105	8.3	8.7	13	-	12	6	1	150 00	120 00	-	9	9	5	16 50	2 10	1 37
Alfred,	492	193	138	141	195	59	9.1	10.5	8	-	8	2	1	4,400 00	100 00	-	6	7	3	20 66	2 03	1 55
Berwick,	798	573	460	577	501	-	15.3	9.8	18	-	16	10	-	-	-	-	7	17	3	20 50	2 56	1 75
Biddeford,	2,450	1,377	1,033	1,219	1,097	-	11.	12.	12	2	10	17	-	-	-	6	13	22	13	25 00	3 00	2 00
Buxton,	909	588	470	656	492	174	12.5	12.8	17	1	16	8	-	-	225 97	-	13	17	4	20 05	1 95	1 25
Cornish,	450	201	117	159	135	22	12.4	9.	13	-	12	4	1	200 00	30 00	-	6	8	2	14 33	2 04	1 00
Dayton,	243	180	133	125	85	25	11.2	10.5	7	1	6	4	-	-	75 00	-	4	7	2	20 00	2 20	-
Elliot,	-	334	236	386	554	52	10.6	11.3	8	-	8	4	-	-	-	-	6	7	3	21 50	3 00	2 00
Hollis,	657	401	307	434	218	34	9.7	10.1	13	2	14	5	1	400 00	220 00	-	8	14	6	13 67	1 85	1 50

Kennebunk, . .	1,022	588	454	597	442	48	10.	9.5	12	–	14	12	–	–	155 05	2	9	13	5	24 00	2 09	1 50
Kennebunkport, .	975	608	432	615	449	–	17.5	14.3	13	1	13	4	–	–	150 00	2	7	12	–	25 00	2 00	2 00
Kittery, . .	1,204	667	506	692	530	–	11.8	12.3	12	–	13	4	1	600 00	–	1	11	12	3	34 00	–	2 00
Lebanon, . .	896	540	221	446	429	66	11.	12.	19	3	18	13	–	–	250 00	–	8	19	4	15 24	2 02	1 74
Limerick, . .	513	278	233	349	290	70	11.	12.	10	–	10	6	–	–	75 00	–	7	10	3	17 25	2 00	1 26
Limington, . .	–	387	295	459	412	116	11.5	9.	17	1	17	8	–	–	–	–	12	15	5	17 50	1 75	1 00
Lyman, . .	450	284	200	387	350	50	10.	9.5	11	1	11	7	–	–	–	1	10	9	–	18 00	2 00	1 50
Newfield, . .	497	284	230	297	247	13	10.6	13.7	10	1	8	3	–	–	121 00	–	8	9	1	18 50	1 89	1 75
North Berwick, .	590	397	301	441	327	50	8.9	9.3	17	1	15	13	9	–	–	–	5	14	10	35 00	3 00	2 00
Parsonsfield, .	781	690	419	619	486	–	11.	10.5	18	–	18	2	–	–	–	–	17	18	1	–	2 00	1 00
Saco, . . .	2,011	1,833	1,382	1,902	1,365	–	15.1	18.5	9	–	15	13	–	–	769 06	3	13	22	32	13 75	1 84	–
Shapleigh, . .	487	299	226	262	196	48	10.5	10.2	14	1	11	8	–	–	65 78	–	7	13	3	18 00	1 98	1 38
Sanford, . .	835	503	372	499	375	16	10.6	9.5	16	3	16	13	–	–	333 65	–	12	19	3	21 51	2 34	1 49
South Berwick, .	977	547	385	575	411	94	11.2	11.7	3	2	13	10	–	–	139 28	–	7	13	6	21 90	2 86	1 54
Waterborough, .	787	394	267	432	314	138	10.7	11.4	14	1	14	5	1	427 00	117 00	–	12	14	2	17 50	2 00	1 50
Wells, . . .	1,047	636	452	699	463	115	11.3	12.9	15	–	16	13	–	–	292 34	1	15	13	2	23 57	2 36	1 50
York, . . .	1,060	654	445	599	402	–	11.2	13.3	14	1	15	10	–	–	–	1	12	15	3	19 00	2 00	1 75
	20,153	14,053	9,386	13,888	11,116	1,295	11.3	11.4	323	22	342	204	15	6,177 00	4,119 13	17	224	346	122	20 52	2 13	1 97

*See foot note, page 199.

SUMMARY OF TABLE I.

Counties.	Number of children between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer	Av. length of summer schools in weeks.*	Av. length of winter schools in weeks.*	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board	Av. wages of female teachers per week, exclusive of board	Av. cost of teacher's board per week.
Androscoggin,	10,634	6,378	4,706	6,648	5,326	631	10.3	10.2	186	29	188	105	1	2,200 00	1,270 83	2	137	201	76	19 98	1 91	1 49
Aroostook,	9,326	4,282	2,401	2,776	1,896	436	11.1	11.1	178	24	106	66	10	1,447 00	482 73	4	38	129	66	16 77	1 86	1 93
Cumberland,	27,818	15,471	11,843	16,483	12,773	1,811	11.2	11.3	338	27	337	172	4	51,550 00	6,268 90	15	125	398	189	23 17	2 40	1 61
Franklin,	6,958	3,783	2,903	5,316	3,018	1,262	8.6	9.8	229	33	197	121	2	309 00	1,039 72	3	125	181	86	66 09	1 50	1 10
Hancock,	16,339	12,107	7,184	9,431	8,374	1,365	10.3	9.4	229	9	271	165	5	1,682 00	2,108 58	13	130	304	89	25 50	2 09	1 38
Kennebec,	20,011	9,983	8,487	12,228	9,758	2,287	10.2	10.9	338	18	311	228	4	2,830 00	3,465 35	9	213	334	176	21 80	2 06	1 33
Knox,	12,808	7,666	6,127	8,902	6,751	1,253	10.6	11.2	153	18	166	94	2	1,100 00	1,285 42	7	115	176	6	22 45	1 47	1 45
Lincoln,	11,036	6,573	4,564	6,884	5,341	1,440	10.5	10.2	183	8	187	107	–	–	1,166 53	3	15	186	33	21 85	1 90	1 73
Oxford,	14,726	8,073	6,406	9,469	7,731	2,092	9.2	9.8	365	32	358	174	9	3,296 00	2,708 06	2	202	360	173	16 53	1 87	1 16
Penobscot,	26,214	16,906	10,163	17,082	10,747	2,140	10.6	10.4	385	52	295	245	5	875 00	4,567 43	10	202	374	248	22 63	2 14	1 36
Piscataquis,	5,965	3,515	2,707	3,880	2,895	539	8.4	9.9	145	15	138	70	2	850 00	844 23	–	48	145	93	22 55	1 85	1 25
Sagadahoc,	7,110	4,887	3,626	6,201	4,389	651	11.3	11.4	96	4	110	69	1	310 00	2,896 84	7	95	125	53	24 31	1 93	1 57
Somerset,	14,107	7,947	6,085	9,179	7,587	2,045	9.4	9.4	356	46	334	177	9	2,875 00	2,087 78	–	156	317	135	20 24	1 90	1 25
Waldo,	14,278	8,848	6,707	10,603	8,226	1,887	9.9	10.0	253	45	248	141	2	392 00	2,414 93	2	210	276	81	21 43	1 83	1 46
Washington,	18,820	11,086	6,337	9,420	7,168	1,145	11.7	9.5	254	19	252	135	3	1,110 00	2,605 08	16	130	264	81	20 45	2 18	1 32
York,	20,153	14,053	9,386	13,888	11,116	1,205	11.3	11.4	323	22	342	204	15	6,177 00	4,119 13	17	224	346	122	20 62	2 13	1 97
Total,	236362	141568	99632	150990	125760	28189	10.3	10.9	4080	401	3827	2262	76	77003 00	43180 75	116	2235	4107	1821	24 11	1 94	1 46

* And tenths of weeks.

TABLE II.

Showing the population and valuation of the several towns for 1860, the amount of school money raised by taxation or derived from other sources, etc.

ANDROSCOGGIN COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the state.	Am't raised to prolong public schools	Am't paid for school supervision.	No. districts in which schools are graded.
Auburn,	4,023	$23,077	2,500 00	89 20	–	1 62	479 88	–	1,000 00	–	28 00	133 12	1
Danville,	1,336	301,053	900 00	98 40	–	1 94	–	–	150 00	–	–	42 00	–
Durham,	1,623	453,376	1,000 00	26 20	–	2 27	238 10	–	100 00	–	141 00	50 00	1
East Livermore,	1,029	301,703	617 40	–	–	1 67	114 69	60 06	–	–	–	35 65	1
Greene,	1,225	338,402	735 00	–	–	1 60	165 28	–	103 00	–	110 00	28 50	–
Lewiston,	7,424	2,426,374	6,500 00	2,045 60	–	2 43	931 00	–	–	–	–	240 00	1
Lisbon,	1,377	404,010	1,000 00	173 80	–	2 00	80 00	–	40 00	–	–	32 00	–
Leeds,	1,390	333,035	850 00	10 00	–	1 70	183 63	–	50 00	–	–	36 60	–
Livermore,	1,596	430,779	965 00	7 40	–	1 65	215 92	105 82	300 00	–	240 00	44 00	–
Minot,	1,709	546,581	1,050 00	–	79 40	1 63	247 55	–	150 00	–	50 00	40 00	1
Poland,	2,747	577,071	1,700 00	51 80	–	1 58	396 00	–	100 00	–	–	70 00	1
Turner,	2,682	748,218	1,610 00	9 20	–	1 68	–	200 00	200 00	200 00	25 00	70 00	1
Wales,	802	188,642	450 00	88 80	–	2 34	77 54	–	–	–	–	14 00	–
Webster,	890	312,015	531 00	–	–	1 67	129 00	–	–	–	–	20 00	1
Total,	**29,743**	**8,230,829**	**20,351 50**	**2,674 20**	**79 40**	**1 91**	**3,228 59**	**365 88**	**2,193 00**	**200 00**	**645 00**	**639 82**	**8**

AROOSTOOK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Am't derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to preceding public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amity,	303	28,884	185 00	3 20	–	1 35	49 15	–	–	–	–	12 00	
Ashland,	606	68,840	364 00	4 00	–	2 00	66 25	–	15 00	–	36 00	7 00	
Bridgewater,	441	44,372	200 00	–	64 00	99	70 76	46 00	–	24 00	6 50	–	
Fort Fairfield,	914	75,975	600 00	51 40	–	1 33	148 29	–	50 00	–	–	21 00	
Hodgdon,	963	118,467	580 00	29	–	1 03	–	60 00	5 00	–	16 00	16 00	
Houlton,	2,035	240,000	1,250 00	29 00	–	1 48	301 46	–	–	–	–	37 00	2
Linneus,	785	77,270	400 00	–	71 00	1 24	119 06	47 08	13 00	–	–	16 75	
Littleton,	543	53,932	325 80	60 00	–	1 23	97 44	85 00	–	–	–	1 00	
Lyndon,	284	26,264	175 00	5 40	–	1 50	48 06	14 15	18 00	–	18 00	3 50	
Masardis,	190	19,801	120 00	6 00	–	1 33	–	57 00	–	–	–	–	
Maysville,	865	57,352	540 00	141 00	–	1 57	124 00	30 00	–	–	80 00	13 75	
Monticello,	483	54,360	290 00	1 20	–	1 52	62 64	35 00	–	–	34 00	20 00	
New Limerick,	224	26,712	136 00	2 96	–	1 20	39 32	46 32	–	–	–	6 00	
Orient,	233	17,712	75 00	–	64 80	75	34 69	19 03	11 25	–	–	6 00	
Presque Isle,	–	70,874	550 00	66 20	–	1 51	114 13	50 00	5 75	–	–	–	
Sherman,	–	–	350 00	50 00	–	1 43	–	–	10 00	–	–	–	
Smyrna,	165	24,793	–	–	–	–	–	–	–	–	–	–	
Washburn,	–	–	204 60	–	–	1 36	53 88	–	–	–	12 00	8 00	
Weston,	304	42,230	240 00	–	36 40	1 12	64 08	52 87	6 00	–	7 00	–	
Alva pl.,	–	–	–	–	–	–	–	–	–	–	–	–	
Bancroft pl.,	304	23,810	200 03	17 60	–	1 67	35 00	100 00	–	–	–	10 00	
Barker pl.,*	43	–	–	–	–	–	–	–	–	–	–	–	
Belfast Acad. Gr. pl.,	257	24,549	175 00	2 80	–	–	34 09	10 00	–	–	28 00	–	
Crystal pl.,	429	–	150 00	60	–	–	44 24	–	–	–	–	6 00	
Dion pl.,	1,032	–	–	–	619 20	–	219 54	–	–	400 00	109 00	12 00	
Dyer Brook,	64	–	–	–	–	–	–	–	–	–	–	–	

Dayton plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Eaton Grant plantation,	320	–	200 00	8 00	–	62	61 79	–	1 36	–	4 00	–	–
Fremont plantation,*	338	–	200 00	–	2 80	1 46	35 00	–	–	–	25 00	1 00	–
Forestville plantation,	179	–	62 40	–	45 00	60	30 00	–	–	–	–	2 50	–
Greenwood plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Grant Isle plantation,	545	–	–	–	327 00	–	193 61	–	32 00	100 00	–	9 00	–
Haynesville plantation,*	160	–	66 75	9 15	–	75	14 88	30 00	–	–	–	–	–
Island Falls plantation,	132	–	80 00	80 00	–	1 14	22 94	–	10 50	18 00	–	8 25	–
Leavitt plantation,	–	–	50 00	–	–	1 25	–	–	–	–	–	–	–
Letter A plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter B, R. 1 plantation,*	386	–	200 00	–	31 60	1 25	53 13	–	3 50	–	–	2 50	–
Letter G plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Limestone plantation,	161	–	100 00	3 40	–	1 17	–	–	–	–	72 00	–	–
Macwahoc plantation,	202	–	75 00	–	46 20	–	35 00	–	–	–	–	–	1
Madawaska plantation,	585	–	–	–	3 51	–	134 64	–	25 00	3 29	–	9 25	–
Mapleton plantation,*	–	–	159 60	–	–	1 27	30 12	–	–	–	–	2 50	–
Merrill plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Molunceus plantation,	61	–	–	–	–	–	–	–	–	–	–	–	–
Moro plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 11, R. 1 plantation,	174	–	50 00	–	54 40	58	–	–	15 00	10 00	–	–	–
Portage Lake plantation,	–	–	50 00	–	–	–	28 75	–	–	–	–	–	–
Salmon Brook plantation,	318	–	–	–	–	–	–	–	–	–	–	–	–
Sarsfield plantation,	473	–	300 00	16 20	–	1 25	52 00	–	–	–	–	7 00	–
Eagle Lake plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Fort Kent plantation,	679	–	200 00	–	207 40	–	–	–	–	75 00	50 00	–	–
Hamlin plantation,*	–	–	50 00	–	–	23	–	–	–	–	–	–	–
St. John plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Woodland plantation,	–	–	35 00	3 26	–	1 00	9 61	–	–	–	14 00	–	–
Westfield plantation,	–	–	30 00	3 00	–	1 25	8 73	–	–	–	–	–	–
St. Francis plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Van Buren plantation,	616	–	370 90	40	–	–	87 82	–	–	–	–	–	–
Daigle plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Benedicta plantation,	307	–	–	–	–	–	–	–	–	–	–	–	–
Golden Ridge plantation,*	486	–	–	–	–	–	58 33	–	24 60	–	41 17	–	–
No. 9, R. 6 plantation,	127	–	70 00	–	6 20	1 56	14 59	–	–	–	40 00	–	–
Reed plantation,	72	–	–	–	–	–	332 13	–	–	–	–	3 00	–

* The towns marked have furnished no returns, or only partial ones, but the last published returns are put in to fill the vacancies, in order to give as correct information as possible where the town officers are delinquent.

AROOSTOOK COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Amt paid for tuition in private schools, academies, &c., within the state.	Amt paid for tuition out of the state.	Amt raised to pay [illegible]	Amt [illegible]	[illegible]
No. 1, R. 4,	–	–	–	–	–	–							
No. 6, R. 5,	–	–	–	–	–	–							
Buchanan plantation,	–	–	–	–	–	–							
Nashville plantation,	–	–	–	–	–	–							
Total,	22,419	1,856,237	9,388 05	564 35	1,727 60	1 01	2,938 11	682 47	380 60	1,046 00	653 67	240 00	3

CUMBERLAND COUNTY.

Baldwin,	1,227	212,918	736 60	–	–	1 67	151 84	71 57	45 00		20 00	29 00	
Bridgton,	2,710	703,223	1,700 00	74 00	–	1 75	329 00	61 74	800 00		100 00	60 00	2
Brunswick,	4,723	1,761,904	3,500 00	666 20	–	2 01	652 00		200 00	100 00	750 00	50 00	1
Cape Elizabeth,	3,281	757,632	2,000 00	31 40	–	1 64	441 25	–	–			64 00	2
Casco,	1,115	212,695	670 20	1 20	–	1 44	163 11	120 00	84 00	91 00		24 00	
Cumberland,	1,713	455,540	10,927 80	–	–	1 63	223 94	46 78	25 00	20 00		30 00	
Falmouth,	1,935	621,978	1,200 00	39 00	–	1 84	236 65		100 00		17 93	47 00	
Freeport,	2,795	821,160	1,800 00	123 00	–	1 84	364 10				16 00	71 87	2
Gorham,	3,253	1,086,704	2,000 00	48 20	–	1 74		–	800 00			45 00	1
Gray,	1,768	360,080	1,100 00	39 20	–	1 57	250 65	62 00	350 00	200 00	50 00	33 00	1
Harpswell,	1,603	446,281	950 00	–	11 80	1 60	210 25		250 00		518 00		
Harrison,	1,252	241,072	800 00	48 80	–	1 73	168 57	44 00	100 00	–	150 00	35 00	1
Naples,	1,218	233,327	800 00	69 20	–	1 97	201 35	–	12 00	–		17 25	
New Gloucester,	1,654	665,946	1,110 00	117 60	–	2 42	235 21	232 53	–	–		13 75	
North Yarmouth,*	1,076	454,776	675 00	29 60	–	1 91	128 16	217 66		–		6 00	
Otisfield,	1,201	255,904	725 00	4 40	–	1 66	149 76	141 20	40 00			20 00	
Portland,	26,342	21,866,000	33,917 00	18,112 40	–	3 37	3,384 27	–	400 00	700 00	–	–	1

Pownal,	1,053	345,889	631 80	–	–	1 69	151 94	–	–	–	50 00	26 55	–
Raymond,	1,229	167,260	737 40	–	–	1 47	184 24	130 64	15 00	–	15 00	23 50	–
Scarborough,*	1,811	537,178	1,300 00	213 40	–	1 86	254 49	–	75 00	–	–	50 00	–
Sebago,	958	143,625	580 00	5 20	–	1 50	154 52	–	51 50	–	10 00	8 00	–
Standish,	2,067	401,683	1,300 00	59 80	–	1 81	277 44	93 60	61 25	–	5 25	55 00	–
Westbrook,	5,114	1,834,650	3,100 00	31 60	–	1 76	650 54	120 00	450 00	–	25 00	98 00	4
Windham,	2,635	786,758	1,600 00	19 00	–	1 68	336 78	146 40	350 00	140 00	–	75 00	–
Yarmouth,	2,028	930,841	1,216 20	–	60 00	1 77	247 91	–	400 00	–	100 00	50 00	3
Total,	75,608	36,361,035	64,177 00	19,680 20	12 40	2 31	9,427 09	1,488 91	4,808 75	1,251 00	2,007 08	971 42	18

FRANKLIN COUNTY.

Avon,	802	129,977	500 00	18 80	–	1 64	113 09	–	–	–	10 00	22 00	–
Carthage,*	502	63,557	302 00	80	–	1 80	58 18	30 00	50 00	–	–	9 00	–
Chesterville,	1,313	236,446	672 00	–	115 80	1 60	182 17	–	–	–	–	33 00	–
Farmington,	3,106	998,814	1,875 00	11 40	–	2 50	91 77	86 95	300 00	700 00	100 00	70 00	1
Freeman,	666	129,137	400 00	40	–	1 60	50 24	46 00	25 00	–	20 00	16 00	–
Industry,	827	180,036	504 00	3 84	–	1 74	101 72	6 73	104 00	–	25 00	24 00	–
Jay,	1,686	367,722	1,012 00	40	–	1 60	226 46	78 28	86 00	–	49 00	30 00	1
Kingfield,	671	99,451	405 00	2 40	–	2 14	76 82	50 00	40 00	–	–	13 00	1
Madrid,	491	44,821	295 00	40	–	1 52	73 00	23 00	–	–	–	8 50	–
New Sharon,	1,731	427,806	1,038 60	–	–	1 62	238 40	50 00	150 00	–	62 00	37 50	–
New Vineyard,	864	143,387	618 40	100 00	–	1 67	117 93	12 00	27 00	–	112 00	16 50	–
Phillips,	1,699	323,701	1,000 00	–	19 40	–	70 00	231 93	–	–	–	60 00	2
Rangely,	238	430,579	150 00	7 20	–	1 30	40 05	54 60	–	–	31 00	7 00	–
Salem,	396	71,715	250 00	–	7 60	1 81	54 64	–	44 00	–	–	7 00	4
Strong,	714	152,959	450 00	21 50	–	1 73	101 94	70 60	170 00	150 00	108 00	18 00	1
Temple,	726	113,509	441 00	5 40	–	2 00	78 60	–	–	–	–	14 00	–
Weld,	1,035	176,847	500 00	–	121 00	–	142 17	–	25 00	–	–	19 50	1
Wilton,	1,920	477,543	1,152 60	60	–	2 20	128 76	131 04	200 00	–	–	60 00	2
Eustis plantation,	306	–	125 00	–	58 60	1 09	–	–	–	–	57 00	6 00	–
Jerusalem plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter E plantation,	108	13,066	80 00	15 20	–	1 56	15 29	–	–	–	–	7 50	2
Perkins plantation,	118	–	80 00	9 20	–	1 82	14 56	–	–	–	–	–	–
Rangely plantation,	48	5,000	33 60	4 80	–	1 34	7 72	–	–	–	–	–	–
No. 3,	25	10,000	–	–	–	–	–	–	–	–	–	–	–

* See foot note, page 217.

FRANKLIN COUNTY, (Continued.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
No. 6,	57	4,800	39 00	4 80	–	1 15	13 53	–	66 00	–	–	–	–
No. 2, R. 2,	–	–	–	–	–	–	23 00	67 00	–	–	–	–	–
Dallas plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Sandy River plantation,	176	–	40 60	–	65 60	1 37	–	–	–	–	16 00	7 50	–
Washington plantation,	–	–	46 08	–	–	1 64	19 92	–	11 70	–	–	2 00	1
Total,	20,574	4,285,843	12,009 28	207 14	388 01	1 73	2,021 79	938 13	1,298 70	850 00	581 00	487 00	14

HANCOCK COUNTY.

Amherst,	384	50,046	200 00	–	30 40	1 19	58 26	85 50	–	–	–	6 00	–
Aurora,	277	40,272	150 00	–	13 20	1 48	32 00	75 68	–	–	–	5 00	–
Bluehill,	1,994	358,176	1,200 00	3 60	–	1 53	293 09	100 00	152 30	–	–	97 70	1
Brooklin,	1,043	136,476	700 00	74 20	–	1 67	153 27	–	–	–	16 00	18 00	–
Brooksville,	1,128	198,998	860 00	3 20	–	1 40	–	–	–	–	–	–	–
Bucksport,	3,554	975,137	2,500 00	367 60	–	1 72	529 36	75 00	550 00	60 00	–	150 00	1
Castine,	1,357	764,571	2,200 00	1,385 80	–	4 13	194 79	68 00	20 00	–	–	–	1
Cranberry Isles,	347	53,710	208 20	–	–	1 82	61 53	–	–	–	219 50	5 50	–
Deer Isle,	3,592	362,520	2,156 00	80	–	1 27	–	–	–	–	–	45 00	1
Dedham,	495	94,389	300 00	3 00	–	1 54	74 63	68 98	40 00	–	–	20 00	–
Eastbrook,	221	20,351	180 03	47 40	–	2 72	–	–	–	–	44 25	–	–
Eden,	1,247	158,464	750 00	1 80	–	1 50	186 42	116 90	–	–	65 25	8 25	–
Ellsworth,	4,658	896,239	4,000 00	1,205 20	–	1 71	847 98	–	200 00	–	–	400 00	3
Franklin,	1,004	123,056	602 40	–	–	1 30	158 74	66 00	16 00	–	140 00	20 00	–
Gouldsborough,	1,717	133,236	1,030 20	–	–	1 25	283 99	45 44	–	–	100 00	15 00	1
Hancock,	926	180,822	554 40	1 20	–	1 40	148 38	–	–	–	95 00	28 00	–

Mariaville,	458	49,106	200 00	–	74 80	1 21	76 45	50 00	100 00	–	–	7 50	–
Mount Desert,	918	120,830	550 00	–	–	1 35	147 49	–	–	–	200 00	17 00	–
Orland,	1,787	312,513	1,200 00	127 80	–	1 52	291 00	80 00	50 00	–	75 00	60 00	–
Otis,	210	22,538	200 00	84 00	–	2 15	33 00	34 00	–	–	–	11 33	1
Penobscot,	1,557	193,375	934 20	–	–	1 35	190 20	42 00	60 00	–	15 00	15 50	–
Sedgwick,	1,223	192,018	800 00	66 20	–	1 85	198 43	18 05	75 00	–	30 00	43 50	–
Sullivan,	862	135,091	518 00	80	–	1 34	104 85	80 00	17 00	–	51 00	8 75	–
Surry,	1,322	164,022	800 00	6 80	–	1 30	206 00	91 54	50 00	–	20 00	40 00	1
Tremont,	1,708	192,984	1,237 60	176 80	–	1 93	203 00	–	–	–	–	37 00	1
Trenton,	1,100	240,067	500 00	–	340 00	83	211 92	–	–	–	175 00	20 00	–
Waltham,	374	44,052	200 00	–	24 40	1 18	62 25	74 03	–	–	10 00	2 00	–
Hog Island,	8	350	–	–	–	–	–	–	–	–	–	–	–
Long Island,*	188	4,500	90 00	–	22 00	82	49 00	10 00	–	–	–	–	–
Swan Island,	492	21,820	300 00	4 20	–	1 32	81 92	–	–	–	40 00	11 00	–
Verona,	330	44,143	300 00	60 60	–	1 56	74 26	–	–	–	–	11 75	–
No. 7,*	114	–	60 00	–	8 40	1 54	13 20	–	8 55	–	–	–	–
No. 10,	33	6,000	14 50	–	3 30	1 40	2 80	–	12 00	–	12 00	–	–
No. 21, Middle Division,	54	10,000	30 00	–	2 40	1 36	8 12	–	–	–	–	1 00	–
No. 33, Middle Division,	96	18,000	–	–	–	–	–	–	–	–	–	–	–
Old Harbor & Marshall's Island,	4	–	40 00	37 60	–	5 00	–	–	–	–	–	–	–
Total,	37,728	6,520,692	25,565 70	3,553 60	210 90	1 62	5,065 43	1,200 12	1,350 85	60 00	1,308 90	1,064 78	11

KENNEBEC COUNTY.

Albion,	1,554	304,850	935 00	2 60	–	2 05	195 00	–	75 00	–	–	32 12	–
Augusta,	7,600	2,400,004	5,000 00	434 60	–	1 84	1,098 54	–	50 00	–	–	200 00	1
*Belgrade,	1,502	341,044	1,034 00	78 80	–	1 70	214 82	–	–	–	–	52 25	–
Benton,	1,183	175,526	809 00	90 20	–	1 50	178 03	–	–	–	–	20 00	–
Chelsea,	1,024	181,550	650 00	35 60	–	1 56	147 50	–	50 00	–	–	25 00	–
China,*	2,720	555,976	1,725 00	93 00	–	1 28	473 72	–	200 00	–	75 00	40 00	2
Clinton,	1,503	270,111	1,100 00	18 20	–	1 64	245 75	–	25 00	–	–	32 00	1
Farmingdale,	806	333,350	650 00	112 40	–	2 41	107 40	–	–	–	–	16 00	1
Fayette,	910	222,583	660 00	114 00	–	2 20	104 13	–	113 27	–	–	34 00	–
Gardiner,	4,477	1,723,561	3,500 00	813 80	–	2 33	565 08	–	375 00	25 00	–	120 00	2
Hallowell,	2,435	1,085,742	1,900 00	439 00	–	2 56	293 82	–	400 00	–	–	79 00	3
Litchfield,	1,704	475,149	1,022 42	–	–	1 70	172 21	–	300 00	–	–	40 03	–

*See foot note, page 217.

KENNEBEC COUNTY, (CONTINUED.)

Towns	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pro- [illegible] public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Manchester,	813	205,702	700 00	212 20	–	2 94	94 [illegible]	[illegible] 00	175 00		–	[illegible] 00	–
Monmouth,	1,854	501,989	1,112 43	03	–	1 73	224 55		–			[illegible]	–
Mt Vernon,	1,470	31[illegible],186	882 00	–	–	1 82	192 [illegible]	–	57 00		1[illegible] 00	[illegible]	–
Pittston,*	2,6[illegible]	[illegible],711	1,[illegible]60 00	28 60	–	1 52	3[illegible]8 15	–	100 00		[illegible]	[illegible] 00	1
Readfield,	1,510	50[illegible],807	1,000 00	94 00	–	2 08	183 14	–	500 00	–	30 00	17 50	1
Rome,	8[illegible]4	128,417	550 00	31 60	–	1 38	145 63	–	50 00	–	–	[illegible] 00	–
Sidney,	1,784	508,912	1,082 42	12 02	–	1 64	240 00	–	125 00	–	75 00	[illegible] 50	–
Vassalborough,	3,1[illegible]1	7[illegible]7,[illegible]20	2,000 00	91 40	–	1 75	411 06	–	600 00	100 00	95 00	[illegible] 00	3
Vienna,	87[illegible]	151,0[illegible]1	526 80	–	–	1 67	119 78	–	–	–	–	22 50	–
Waterville,	4,392	1,318,330	2,700 00	64 80	–	1 60	547 99	–	400 00	75 00	50 00	75 00	2
Wayne,	1,1[illegible]4	2[illegible]0,032	720 00	3 60	–	1 79	156 56	–	85 00	–	15 00	25 00	2
West Gardiner,	1,2[illegible]	298,4[illegible]	800 00	22 40	–	1 58	185 34	–	–	–	–	41 15	–
Windsor,	1,548	274,001	930 00	1 20	–	1 74	203 00	–	100 00	–	–	37 00	–
Winslow,	1,739	409,712	1,050 00	6 60		1 52	203 59	–	216 62	210 00	76 00	50 00	–
Winthrop,	2,338	769,018	1,402 80	–	–	1 92	280 34	170 24	179 20	28 00	145 00	41 00	1
Clinton Gore,	219	13,135	140 00	8 60	–	1 45	32 00	–	20 00	–	10 00	4 50	–
Unity plantation,	54	10,388	20 00	–	12 40	1 42	5 95	–	–	–	–	2 00	–
Total,	55,[illegible]60	15,273,355	36,292 87	2,798 05	12 40	1 82	7,360 72	260 24	4,196 09	438 00	635 00	406 55	21

KNOX COUNTY.

Appleton,	1,573	253,347	944 00	20	–	1 55	233 74	–	500 00	–	–	24 00	1
Camden,	4,588	1,062,228	2,825 00	72 20	–	1 41	676 74	50 00	500 00	300 00	50 00	125 00	3
Cushing,	796	103,507	483 00	5 40	–	1 60	113 23	–	–	–	–	13 22	–
Friendship,	770	123,606	550 00	–	112 00	1 30	99 74	–	4 00	–	–	20 00	–

Hope,	1,065	241,024	650 00	11 00	–	1 48	155 11	–	35 00	–	92 00	16 00	–
North Haven,	951	116,446	600 00	29 40	–	1 47	146 74	–	65 00	–	–	15 00	–
Rockland,	7,315	2,614,861	5,000 00	611 00	–	1 23	972 48	–	200 00	100 00	–	120 00	2
South Thomaston,	1,915	343,102	1,039 00	31 60	–	1 54	239 94	–	450 00	–	45 00	39 00	–
St. George,	2,710	343,152	1,625 60	–	–	1 43	412 16	–	–	–	25 00	42 00	–
Thomaston,	3,626	2,653,573	2,800 00	628 00	–	2 54	387 00	–	–	–	–	55 00	1
Union,	1,955	516,737	1,102 00	17 20	–	1 53	279 09	–	2 50	–	–	35 00	–
Vinalhaven,	1,667	198,803	800 00	–	200 20	1 19	240 00	800 00	–	–	–	–	–
Warren,	2,321	933,254	1,392 60	–	–	1 49	342 24	200 00	75 00	–	375 00	50 00	–
Washington,	1,662	270,616	997 20	–	–	1 67	223 75	–	30 00	–	–	35 00	–
Matinicus Isle,	276	17,539	165 60	–	–	1 52	37 87	–	–	–	–	6 09	–
Muscle Ridge pl.,	183	20,650	33 00	–	76 00	82	18 20	–	26 10	–	–	3 60	–
	33,122	9,212,824	20,862 00	1,418 40	388 20	1 63	4,576 03	1,050 00	1,877 60	400 00	587 00	587 22	6

LINCOLN COUNTY.

Alna,	807	182,879	568 00	15 89	–	1 67	103 76	–	25 00	–	–	26 00	–
Boothbay,	2,857	253,967	1,714 20	–	–	1 58	387 04	–	–	–	160 20	45 00	–
Bremen,	908	107,595	544 80	–	–	1 64	125 64	–	30 00	–	150 00	13 60	–
Bristol,	3,010	251,075	1,750 00	–	56 00	1 38	468 23	–	–	–	–	56 00	1
Damariscotta,	1,366	377,242	1,000 00	180 40	–	1 74	218 45	–	75 00	100 00	–	32 00	1
Dresden,	1,248	270,613	750 00	1 20	–	1 63	172 21	–	48 00	5 00	–	20 00	1
Edgecomb,	1,112	167,730	667 20	–	–	1 40	178 79	–	–	–	–	25 75	–
Jefferson,	2,122	298,677	1,273 20	–	–	1 48	322 59	–	50 00	–	–	57 50	1
Newcastle,	1,792	392,503	1,075 20	–	–	1 66	240 00	–	–	–	50 00	56 00	2
Nobleborough,	1,437	234,312	862 20	–	–	1 71	219 36	–	25 00	–	125 00	30 00	–
Somerville,	606	33,504	360 00	–	3 60	1 22	102 67	–	–	–	–	36 00	–
Southport,	708	37,126	375 00	–	49 80	1 30	103 26	–	109 00	–	20 00	9 00	–
Waldoborough,	4,569	911,088	2,700 00	–	41 41	1 31	–	–	–	–	–	65 00	–
Westport,	798	101,511	480 00	1 20	–	1 41	125 98	–	–	–	25 00	12 00	–
Whitefield,	1,883	278,160	1,300 00	170 20	–	1 86	258 51	–	40 00	–	–	45 75	–
Wiscasset,	2,318	605,096	1,200 00	–	190 80	1 56	285 84	–	1,200 00	–	–	48 00	–
Monhegan Isle,*	155	3,506	95 00	–	22 00	1 75	18 95	–	26 10	–	–	3 00	–
Total,	27,866	6,184,441	16,746 80	368 80	363 61	1 51	3,331 18	–	1,548 50	105 00	530 20	585 00	6

* See foot note, page 217.

OXFORD COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Albany,	883	140,847	500 00	–	11 80	1 50	121 97	36 00	20 00	–	–	21 00	1
Andover,	748	91,153	455 00	7 20	–	1 62	96 09	21 21	36 00	–	–	23 75	1
Bethel,	2,523	580,330	1,513 80	–	–	1 51	540 00	–	–	–	–	55 00	2
Brownfield,	1,398	237,713	838 20	–	60	60	310 29	–	–	–	–	20 00	1
Buckfield,	1,705	564,794	1,025 00	2 00	–	1 70	214 44	122 94	70 80	–	20 00	48 15	1
Byron,	323	–	180 00	–	13 80	1 78	40 35	16 00	–	–	12 00	–	–
Canton,	1,025	221,361	615 00	–	20	1 71	135 81	61 28	300 00	–	25 00	19 68	1
Denmark,*	1,171	200,566	705 00	2 40	–	1 95	108 51	32 88	103 00	–	–	25 00	–
Dixfield,	1,181	219,064	253 00	–	445 60	60	103 00	60 00	–	–	–	40 00	1
Fryeburg,	1,625	559,503	1,000 00	25 00	–	1 72	–	90 00	1,000 00	–	100 00	75 00	–
Gilead,	317	63,184	208 20	–	–	1 53	52 06	15 00	30 00	–	42 50	12 00	–
Grafton,	111	23,295	60 00	–	60	1 66	16 75	–	–	–	–	2 00	–
Greenwood,	878	119,410	530 60	3 20	–	1 83	128 16	–	20 00	–	–	31 09	–
Hanover,	257	45,702	155 00	80	–	1 30	42 61	–	88 00	–	58 00	5 00	–
Hartford,	1,155	259,913	693 00	–	–	1 66	123 79	23 83	1 20	70 00	60 00	35 00	–
Hebron,	895	218,566	540 00	3 00	–	1 87	180 85	–	103 75	–	52 50	24 00	–
Hiram,	1,283	230,158	772 80	3 00	–	1 43	177 68	–	75 00	–	32 00	29 00	–
Lovell,	1,339	272,854	803 40	–	–	1 44	204 99	200 00	100 00	–	35 00	30 00	–
Mason,	136	21,847	85 00	3 40	–	1 21	–	–	–	–	–	3 00	–
Mexico,	671	84,722	330 00	–	72 60	1 47	68 67	39 76	50 00	–	–	12 50	–
Newry,	474	87,038	276 00	–	8 40	1 61	67 36	12 92	6 00	2 76	–	–	–
Norway,	1,982	540,355	1,200 00	10 80	–	1 49	287 26	13 70	350 00	–	35 24	48 00	1
Oxford,	1,282	405,208	800 00	30 80	–	1 41	184 96	–	36 00	–	36 00	31 50	2
Paris,	2,828	803,564	1,700 00	3 20	–	1 64	375 75	200 00	600 00	200 00	65 00	61 75	–
Peru,*	1,121	199,676	700 00	–	–	1 48	165 79	34 38	90 00	–	–	28 00	–
Porter,	1,240	186,204	744 00	–	–	2 50	172 56	101 30	62 00	–	–	30 75	–

Roxbury,	211	43,045	175 00	48 40	–	2 50	24 04	–	–	–	20 00	4 00	–
Rumford,	1,375	285,018	830 00	5 00	–	1 69	180 94	191 00	80 00	–	–	45 00	–
Stow,	551	73,169	335 00	1 40	–	1 55	79 02	–	–	–	25 00	15 00	–
Stoneham,*	163	50,045	300 00	22 20	–	1 37	72 27	–	–	–	–	22 67	–
Sumner,	1,154	251,329	700 00	7 60	–	1 63	145 50	10 50	100 00	–	165 00	27 00	–
Sweden,	728	195,120	500 00	63 65	–	1 88	100 48	107 95	80 00	–	–	37 00	–
Upton,	219	34,308	126 00	–	5 40	1 40	32 61	–	100 00	–	–	1 60	–
Waterford,	1,407	351,189	900 00	55 80	–	1 95	183 87	69 98	–	–	–	66 69	–
Woodstock,	1,025	169,902	608 00	–	7 00	1 59	124 88	–	–	–	–	30 00	–
Andover North Surplus,	66	3,800	2 00	–	–	6	9 12	–	–	–	14 00	–	–
Franklin plantation,	335	26,420	150 00	–	49 00	1 17	47 69	–	3 50	–	–	6 58	–
Fryeburg Academy Grant,	38	–	–	–	–	–	–	–	–	–	–	–	–
Hamlin's Grant,*	79	17,680	47 40	–	–	2 02	8 00	–	3 50	–	–	1 00	–
Lincoln plantation,	–	–	53 00	–	–	2 65	8 21	–	–	–	10 00	–	–
Milton plantation,	271	28,222	175 00	12 40	–	1 78	38 96	–	25 00	–	30 00	2 00	–
Total,	36,700	7,834,162	20,583 80	310 25	615 00	1 50	4,995 29	1,461 03	3,233 75	272 76	837 24	972 71	11

PENOBSCOT COUNTY.

Alton,	531	58,184	318 60	–	–	60	84 80	33 00	–	–	–	4 00	–
Argyle,*	380	38,718	225 00	–	123 00	1 64	40 42	–	–	–	–	–	–
Bangor,	14,432	3,899,218	15,000 00	6,340 80	–	2 51	2,026 95	–	–	–	–	8 50	5
Bradford,	1,558	686,107	950 00	15 00	–	1 35	246 14	62 69	20 00	–	–	48 00	–
Bradley,	841	116,300	507 00	–	–	1 35	131 08	49 00	–	–	–	21 50	1
Brewer,	2,836	562,499	1,710 00	–	–	1 73	377 24	50 50	50 00	10 00	–	60 00	3
Burlington,	579	64,734	300 00	–	–	1 25	92 00	248 00	–	–	–	9 00	–
Carmel,	1,273	188,235	775 00	11 20	–	1 40	213 39	96 00	158 00	–	30 00	41 25	2
Carroll,	470	54,513	300 00	–	–	1 60	72 84	71 79	–	–	–	13 50	–
Charleston,*	1,430	213,465	800 00	–	58 00	1 45	185 76	119 04	125 00	–	100 00	25 00	–
Chester,	318	27,902	200 00	9 20	–	1 29	52 00	29 45	–	–	22 55	19 75	–
Clifton,	307	36,529	150 00	–	–	1 13	49 88	61 05	–	–	–	15 50	–
Corinna,	1,599	233,711	1,028 64	–	–	1 66	242 85	–	300 00	–	–	39 00	1
Corinth,	1,789	313,870	1,073 00	–	–	1 46	273 09	63 00	100 00	–	–	56 00	–
Dexter,	2,365	465,023	1,429 00	10 00	–	1 67	329 59	146 80	20 00	30 00	–	79 00	1
Dixmont,	1,442	227,741	900 00	34 80	–	1 54	212 29	156 00	85 00	–	–	22 50	–

*See foot note, page 217.

PENOBSCOT COUNTY, (Continued.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State fund.	Amount derived from local funds.	Amount [illegible] in private schools, [illegible] within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. of [illegible] in which schools are graded.
Eddington,	[illegible]	123,703	600 00	86 40	–	1 93	128 52	–	3 50	–	5 50	5 50	1
Edinburg,	[illegible]	13,713	50 00	20 20	–	2 00	9 83	–	–	–	–	–	–
Enfield,	520	47,880	320 00	4 40	–	1 10	76 08	25 38	3 50	–	10 00	17 75	–
Etna,	850	102,913	500 00	–	–	1 43	131 44	48 00	–	–	–	14 50	–
Exeter,	1,784	303,830	1,200 00	129 60	–	1 92	282 82	160 00	–	–	–	40 00	1
Garland,	1,498	212,551	900 00	–	–	1 52	252 34	90 72	–	–	–	35 00	1
Glenburn,	741	115,153	500 00	55 40	–	1 60	118 37	–	40 00	–	5 00	35 00	–
Greenbush,	655	62,813	304 00	–	–	1 25	107 70	30 00	15 00	–	–	7 50	–
Greenfield,	350	41,061	222 75	–	–	1 30	75 00	1 02	–	–	–	30 00	–
Hampden,	3,083	587,718	2,000 00	89 00	–	1 66	480 04	–	700 00	50 00	–	82 00	3
Hermon,	1,432	197,120	800 00	–	–	1 40	200 25	–	75 00	–	28 00	–	–
Holden,	801	108,[illegible]38	500 00	19 00	–	1 50	110 00	19 70	40 00	–	–	24 00	–
Howland,	171	34,020	[illegible]	95 10	–	2 70	26 24	–	–	–	–	5 00	–
Hudson,	[illegible]	[illegible]	[illegible]	15 00	–	2 08	127 43	23 87	–	–	–	21 75	–
Kenduskeag,	[illegible]	[illegible]	[illegible]	–	–	1 13	115 03	51 91	–	–	–	22 00	1
Lagrange,	[illegible]	[illegible]	[illegible]	5 18	–	1 4	–	48 38	–	–	–	10 34	–
Lee,	[illegible]	[illegible]	[illegible]	–	–	1 50	–	–	100 00	–	–	12 00	–
Levant,	1,3[illegible]1	184,851	780 00	–	–	1 38	204 90	88 45	105 00	–	–	28 50	1
Lincoln,	[illegible]	[illegible]	980 00	2 20	–	1 61	220 73	151 82	250 00	–	16 00	36 00	2
Lowell,	[illegible]	64,383	230 00	–	104 20	1 85	100 48	20 00	–	–	–	10 00	–
Mattawamkeag,	280	25,000	108 00	–	–	60	34 50	34 91	–	–	–	9 00	–
Maxfield,	162	17,568	115 00	17 80	–	1 72	19 65	–	–	–	–	4 50	–
Milford,	741	151,241	500 00	53 60	–	2 05	93 92	198 00	–	–	–	22 25	1
Newburg,	1,365	170,483	850 00	31 00	–	1 79	186 05	–	100 00	10 00	–	20 00	–
Newport,	1,103	250,534	840 00	–	1 80	60	144 00	144 00	100 00	–	–	39 00	1
Oldtown,	3,860	556,903	2,325 00	9 00	–	1 83	490 70	–	200 00	125 00	–	97 23	4

Orono,	2,554	313,069	1,550 00	15 60	–	2 00	282 16	–	25 00	–	–	56 00	10
Orrington,	1,918	355,142	1,200 00	31 20	–	1 66	281 52	69 42	3 59	–	–	50 00	1
Passadumkeag,	360	20,911	220 00	4 00	–	1 65	116 13	59 00	10 00	–	–	40 00	–
Patten,	639	126,711	384 00	–	–	1 51	85 00	45 00	125 00	–	48 00	18 00	1
Plymouth,	987	115,870	690 00	6 60	–	1 44	–	36 00	–	–	–	35 00	1
Prentiss,	226	27,155	100 00	–	35 60	80	34 40	95 00	25 00	–	–	9 00	–
Springfield,	894	84,228	525 00	12 00	–	1 40	153 36	75 18	–	–	–	44 00	–
Stetson,	913	166,127	500 00	–	47 80	1 37	132 00	180 00	100 00	–	–	25 00	1
Veazie,	891	130,902	540 00	5 40	–	1 86	97 00	–	–	–	36 00	12 00	1
Wilan,	253	25,057	150 00	–	1 80	1 06	42 00	–	30 00	50 00	–	8 00	–
Drew plantation,*	–	–	60 00	37 20	–	1 54	14 10	–	–	–	–	–	–
Mattamiscontis plantation,	31	–	–	–	–	–	–	–	–	–	–	–	–
Medway plantation,	–	–	175 00	–	3 80	1 25	42 64	–	–	–	25 00	–	–
McCrillis plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Pattagumpus plantation,	105	–	–	–	–	–	14 92	–	–	–	–	–	–
Webster,	–	–	50 00	–	–	3 33	9 10	112 00	–	–	–	–	–
Woodville,*	230	–	90 00	–	48 00	73	44 78	–	–	–	–	–	–
No. 1, North Division,	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 2, Grand Falls,	–	–	35 00	–	–	1 00	–	–	–	–	–	–	1
No. 4, R. 1,*	144	–	75 00	–	11 40	1 00	25 12	–	–	–	–	–	–
Mount Chase, and No. 5, R. 6,	229	–	147 00	9 60	–	1 52	–	–	25 00	–	–	3 50	–
Whitney Range,*	–	–	50 00	–	–	5 00	3 64	–	–	–	–	–	–
Total,	72,737	14,524,987	49,082 39	7,161 97	435 40	1 45	8,013 96	2,794 75	2,793 50	275 05	326 05	1,437 91	45

PISCATAQUIS COUNTY.

Abbot,	737	113,902	480 00	1 89	–	1 61	104 13	53 34	40 00	–	–	15 50	1
Atkinson,	807	133,166	550 00	–	–	1 31	144 91	120 00	40 00	–	–	27 00	–
Barnard,	172	14,869	108 00	–	–	1 27	26 57	–	–	–	–	1 50	–
Bowerbank,	101	10,446	70 00	9 40	–	1 57	17 83	30 00	–	–	26 33	–	3
Blanchard,	164	23,202	100 00	160 00	–	1 78	22 47	32 00	–	–	–	2 00	–
Brownville,	793	105,067	500 00	24 20	–	1 60	124 80	32 80	–	–	8 00	24 00	1
Dover,	1,900	415,677	1,200 00	–	14 00	1 45	–	–	–	–	–	60 00	1
Foxcroft,	1,102	221,576	600 00	–	61 20	1 50	152 18	60 86	179 00	–	–	25 00	1
Guilford,	837	140,863	510 00	6 00	–	1 66	114 69	47 10	26 00	–	8 00	24 00	1
Greenville,	310	41,402	200 00	14 00	–	1 90	35 00	50 00	12 00	–	–	–	–

* See foot note, page 217.

PISCATAQUIS COUNTY, (Continued.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the state.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Kingsbury,*	191	22,373	100 00	–	14 60	1 27	28 75	–	–	–	–	–	–
Medford,	354	36,751	200 00	12 40	–	1 10	62 90	7 20	4 00	–	1 00	9 00	–
Monson,	708	113,960	425 00	2 00	–	1 60	95 01	51 25	120 00	–	40 00	15 22	1
Milo,	959	125,441	600 00	24 60	–	1 44	145 99	127 21	20 00	–	–	10 00	1
Orneville,	512	68,069	307 20	–	–	1 20	113 00	50 54	–	–	–	5 00	–
Parkman,	1,166	204,164	700 00	40 00	–	1 60	–	9 00	300 00	–	–	34 00	–
Sangerville,	1,314	245,568	800 00	11 60	–	1 62	192 99	52 74	–	–	–	35 00	1
Sebec,	1,152	142,328	763 00	51 80	–	1 65	167 48	100 00	–	–	–	25 00	1
Shirley,	282	33,963	100 00	–	69 20	72	53 00	150 00	5 00	–	25 00	1 50	–
Wellington,	694	95,724	375 00	–	41 40	1 25	113 08	–	–	–	–	13 50	–
Williamsburg,	182	19,020	100 00	–	9 20	1 16	31 32	–	–	–	–	6 00	–
Katahdin Iron Works,	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 2, R. 5,	6	3,800	–	–	–	–	–	–	–	–	–	–	–
No. 3, R. 5,	31	3,000	20 00	1 40	–	1 33	5 46	–	–	–	–	–	–
No. 6, R. 9,	281	–	–	–	–	–	–	–	–	–	–	–	–
Chesuncook plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–
Total,	15,054	2,705,228	9,468 20	359 20	209 60	1 58	1,751 62	983 14	746 00	–	111 33	333 22	12

SAGADAHOC COUNTY.

Arrowsic,	347	97,224	208 00	–	20	1 74	40 00	–	–	–	–	4 00	–
Bath,	8,078	5,876,993	9,500 00	4,633 20	–	3 04	1,159 29	–	1,000 00	200 00	–	400 29	10
Bowdoinham,	2,349	607,858	1,500 00	90 60	–	1 69	324 41	–	150 00	–	295 75	40 00	1
Bowdoin,	1,748	360,393	1,048 80	–	–	1 69	226 09	–	50 00	–	155 00	25 00	–
Georgetown,	1,254	189,554	775 00	22 60	–	1 53	185 34	–	75 00	–	–	30 00	–

Perkins,	95	47,955	50 00	–	7 00	2 50	7 28	–	–	–	–	–	–
Phipsburg,	1,750	536,487	1,100 00	50 00	–	1 75	270 89	–	63 00	–	126 50	45 00	1
Richmond,	2,710	891,224	1,609 00	–	44 00	1 91	327 65	–	–	–	–	76 00	1
Topsham,	1,605	810,623	1,200 00	237 00	–	2 27	336 66	39 87	–	–	–	42 50	1
West Bath,	400	105,381	200 00	–	40 00	1 66	43 69	–	10 00	–	150 00	9 50	–
Woolwich,	1,319	530,772	800 00	8 00	–	1 72	174 76	–	40 00	–	20 00	42 25	–
Total,	21,685	10,054,134	17,981 80	5,041 40	91 20	2 53	3,096 05	39 87	1,388 00	200 00	747 25	714 54	14

SOMERSET COUNTY.

Anson,	2,001	449,911	1,200 00	–	60	1 63	145 00	262 19	300 00	–	–	60 00	–
Athens,	1,417	273,026	850 00	–	–	1 36	–	–	130 25	–	30 00	36 00	–
Bingham,	833	120,360	500 00	20 00	–	1 40	125 64	60 00	75 00	–	–	23 25	–
Brighton,*	732	56,589	450 00	10 80	–	1 45	112 87	31 91	7 00	–	–	21 00	–
Cambridge,	516	77,488	309 00	–	60	1 70	64 00	30 12	3 00	–	–	8 00	–
Canaan,	1,715	273,654	1,100 00	71 00	–	1 48	270 02	42 00	100 00	–	–	51 25	1
Concord,	541	69,179	324 60	–	–	1 31	86 28	74 00	36 00	–	32 00	16 00	–
Cornville,	1,142	254,817	685 20	–	–	1 72	136 53	82 42	25 00	–	–	38 00	–
Detroit,	659	85,874	400 00	4 60	–	1 45	93 20	45 01	100 00	–	–	24 00	1
Embden,	1,042	157,246	625 00	–	60 20	1 68	133 00	60 00	–	–	–	15 00	–
Fairfield	2,753	674,890	1,700 00	48 20	–	1 40	396 87	–	100 00	50 00	6 00	70 00	2
Harmony,	1,081	158,007	648 60	–	–	1 52	153 64	–	22 50	–	–	32 00	–
Hartland,	1,050	153,777	650 00	20 00	–	1 40	61 50	–	100 00	–	–	34 63	–
Lexington,	496	54,723	300 00	2 40	–	1 62	75 00	–	–	–	–	8 00	–
Madison,	1,615	423,520	987 00	18 00	–	1 71	220 29	104 00	150 00	–	30 00	40 18	–
Mayfield,*	118	9,315	70 80	–	–	1 41	16 38	–	–	–	–	–	–
Mercer,	1,059	209,040	635 40	–	–	1 74	132 86	6 36	–	–	–	22 00	–
Moscow,	574	61,702	345 00	60	–	1 43	79 47	26 56	20 00	–	27 00	12 00	–
New Portland,	1,554	320,396	950 00	18 00	–	1 75	220 29	44 64	160 00	–	–	30 00	–
Norridgewock,	1,900	449,743	1,140 00	–	–	1 79	247 58	–	–	–	37 63	47 50	1
Palmyra,	1,597	232,731	960 00	1 60	–	1 52	226 21	69 79	100 00	–	50 00	38 00	1
Pittsfield,	1,495	470,495	900 00	3 00	–	1 57	226 00	–	40 00	–	–	38 50	–
Ripley,	656	75,794	400 00	6 40	–	1 45	99 02	32 43	10 00	–	–	10 00	–
St. Albans,	1,808	281,044	1,084 80	–	–	1 37	170 00	70 00	–	–	20 00	36 00	1
Solon,	1,345	245,306	807 00	–	–	1 42	–	50 00	–	–	–	–	1
Skowhegan,	2,268	664,230	2,200 00	839 20	–	1 60	510 44	–	450 00	50 00	200 00	92 00	2

* See foot note, page 217.

SOMERSET COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Am't derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Smithfield,	7,093	112,390	476 00	–	–	1 58	120 00	–	75 00	–	–	15 00	–
Starks,	1,341	261,430	804 60	–	–	1 41	187 14	–	111 00	5 00	50 00	35 00	–
Dead River plantation,	–	–	80 00	–	–	1 60	16 00	–	20 00	–	–	–	1
Flag Staff plantation,	–	–	–	–	–	–	76 00	10 40	–	–	–	–	1
Moose River plantation,	–	–	–	–	–	–	17 14	–	–	–	28 86	–	–
West Forks plantation,*	165	–	–	–	–	–	9 00	73 90	–	–	–	–	–
The Forks,*	195	–	37 50	–	61 40	50	26 93	–	–	–	–	–	–
No. 1, R. 2, W. K. R.,	161	6,500	50 00	–	46 60	69	26 00	–	20 00	–	–	–	–
No. 1, R. 3, E. K. R.,	227	13,000	–	–	–	–	89 48	–	10 00	–	–	–	–
No. 1, R. 3, W. K. R.,	–	–	–	–	–	–	–	–	–	–	–	–	–
No. 1, R. 4, E. K. R.,	–	10,780	–	–	–	–	–	–	–	–	–	–	–
No. 2, R. 2,	138	3,000	75 00	–	7 80	1 85	20 39	–	–	–	–	3 00	–
Jackmantown plantation,	–	–	–	–	–	–	10 55	–	1 82	–	13 50	–	–
Total,	36,547	7,136,994	20,656 60	1,024 00	177 20	1 46	4,591 72	1,605 37	2,166 57	105 00	623 99	856 31	12
WALDO COUNTY.													
Belfast,	5,520	1,802,307	4,500 00	1,488 00	–	2 43	791 91	500 00	2,000 00	2,200 00	–	90 00	3
Belmont,	686	93,216	411 60	–	–	1 61	92 83	–	25 00	–	–	7 50	5
Brooks,	988	158,278	600 00	7 20	–	1 51	159 46	–	25 00	–	–	20 00	–
Burnham,	857	129,654	350 00	–	164 20	83	155 09	–	75 00	–	–	15 00	–
Frankfort,	2,143	388,153	1,200 00	–	85 80	1 78	331 52	–	100 00	210 00	60 00	8 00	2
Freedom,	849	150,284	569 00	59 60	–	1 88	116 40	–	437 63	–	118 00	21 00	–
Islesborough,	1,276	148,271	765 60	–	–	1 53	187 14	–	–	–	288 00	14 00	–
Jackson,	827	162,849	500 00	3 80	–	1 59	123 42	–	6 00	–	–	23 50	–

Knox,	1,774	189,421	660 00	–	44 40	1 10	155 10	–	–	–	30 00	15 75	–
Liberty,*	1,075	135,149	645 00	–	–	1 62	160 94	–	–	–	–	7 00	1
Lincolnville,	2,075	306,781	1,245 00	–	–	1 43	278 16	–	–	–	–	35 00	–
Monroe,	1,703	234,680	1,000 00	–	21 80	1 54	236 20	–	100 00	–	–	6 00	1
Montville,	1,685	367,652	1,011 00	–	–	1 67	225 37	–	100 00	–	28 00	18 00	–
Morrill,	629	100,540	377 40	–	–	60	83 00	–	50 00	–	18 00	–	–
Northport,	1,178	188,158	706 80	–	–	1 60	196 18	–	30 00	–	20 00	16 00	–
Palermo,	1,372	284,306	760 00	–	23 20	1 35	200 31	–	–	–	–	–	–
Prospect,	1,005	150,380	727 00	114 00	–	1 60	144 15	–	50 00	–	–	12 00	1
Searsmont,	1,057	204,853	934 20	–	60 00	60	225 04	–	2 00	–	–	25 00	–
Searsport,	2,533	707,001	1,520 00	20 00	–	1 60	375 04	–	–	–	–	45 00	4
Stockton,	1,595	425,700	1,160 00	143 00	–	1 61	147 58	–	50 00	–	–	50 00	2
Swanville,	914	116,601	540 00	–	8 40	1 32	113 10	–	100 00	–	25 00	11 00	–
Thorndike,	958	186,728	550 00	15 20	–	1 48	–	30 00	25 00	–	30 00	22 00	–
Troy,	1,403	226,850	859 00	8 20	–	1 47	226 40	40 00	25 00	–	15 00	22 50	–
Unity,	1,320	207,564	800 00	8 00	–	1 61	167 48	–	25 00	20 00	–	34 25	1
Waldo,	726	120,705	441 00	5 40	–	1 40	105 58	–	20 00	–	–	12 50	–
Winterport,	2,380	378,194	1,590 00	7 20	–	1 53	356 84	–	100 00	–	–	35 00	1
Total,	38,438	7,773,529	24,231 60	624 80	407 80	1 70	5,349 61	579 00	3,570 63	440 00	632 00	511 40	21

WASHINGTON COUNTY.

Addison,	1,272	217,379	775 00	12 80	–	1 47	184 04	–	6 00	–	–	10 00	–
Alexander,	445	54,154	267 00	–	–	1 44	74 00	104 00	32 00	–	–	19 00	–
Baileyville,	365	50,624	200 00	–	19 00	1 44	49 54	–	–	–	–	9 00	–
Baring,	409	60,987	245 40	–	–	1 30	66 63	57 00	5 00	50 00	14 00	5 00	1
Beddington,	144	27,022	86 40	–	–	1 15	18 00	36 00	–	–	18 00	9 00	–
Calais,	5,621	1,170,338	3,600 00	247 00	–	1 62	847 62	–	300 00	150 00	400 00	59 05	3
Centerville,	119	38,550	115 00	31 40	–	1 34	29 96	48 62	–	–	–	3 99	–
Charlotte,	611	70,458	386 60	20 00	–	1 55	98 00	51 98	5 00	–	–	9 00	–
Cherryfield,	1,755	355,457	1,053 00	–	–	1 30	283 90	18 00	–	–	–	52 00	1
Columbia,*	1,205	240,244	800 60	41 00	–	1 10	135 52	–	–	–	–	–	–
Cooper,	405	39,272	276 00	–	4 08	1 42	67 73	–	–	–	17 50	14 00	–
Crawford,	273	28,883	250 00	–	13 80	1 93	48 42	–	–	–	–	–	–
Cutler,	800	83,000	500 00	–	34 00	1 11	131 00	112 00	–	–	–	4 00	1
Danforth,	283	5,000	200 00	31 80	–	1 63	45 00	35 00	–	–	–	4 50	–

*See foot note, page 217.

WASHINGTON COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Deblois,	131	16,086	90 00	11 40	–	1 93	18 93	16 35	–	–	–	1 00	–
Dennysville,	485	149,586	391 00	100 00	–	1 82	79 00	48 15	40 00	–	6 00	–	1
East Machias,	2,181	481,877	1,310 00	101 40	–	1 49	324 77	–	–	–	–	31 00	2
Eastport,	3,850	897,898	3,600 00	1,290 00	–	2 15	615 00	–	–	–	–	25 00	6
Edmunds,	445	80,204	267 00	–	–	1 26	99 36	132 96	–	50	–	–	–
Harrington,	1,130	247,133	678 00	–	–	1 87	164 19	–	20 00	–	–	15 00	1
Jonesborough,	518	61,074	275 00	–	35 80	1 26	81 63	–	31 00	–	–	9 12	–
Jonesport,	1,147	105,753	588 00	–	80	1 33	142 00	–	–	–	–	–	–
Lubec,	2,555	257,739	1,538 00	–	–	1 70	387 79	72 00	100 00	–	–	25 00	–
Machias,	2,257	670,769	1,500 00	165 80	–	1 60	315 69	–	–	–	–	50 00	9
Machiasport,*	1,502	155,939	910 00	8 80	–	1 61	204 99	–	–	–	–	–	–
Marion,	204	33,720	122 40	–	–	1 45	29 00	13 00	–	–	–	4 75	–
Marshfield,	328	60,320	275 00	78 20	–	1 37	56 00	–	–	–	–	1 50	1
Meddybemps,*	297	24,458	190 00	11 80	–	1 75	39 32	–	–	–	–	–	–
Milbridge,	1,282	206,359	800 00	30 80	–	1 35	208 26	–	75 00	–	–	35 00	–
Northfield,	261	41,450	150 00	–	6 60	1 27	37 39	–	–	–	–	2 00	–
Pembroke,	2,203	304,087	1,381 80	–	–	1 34	385 95	120 00	200 00	–	–	47 50	3
Perry,	1,195	187,126	920 00	203 00	–	1 29	205 71	211 00	7 20	–	–	29 00	–
Princeton,	626	115,956	500 00	124 00	–	1 80	91 39	35 00	80 00	–	–	21 25	1
Robbinston,	1,113	124,632	670 00	1 60	–	1 41	164 19	50 00	–	–	–	24 00	–
Steuben,	1,191	161,677	714 60	–	–	1 48	179 49	–	–	–	–	19 00	–
Topsfield,	444	85,595	150 00	–	116 40	78	66 94	132 00	–	–	–	6 00	–
Trescott,	715	51,969	429 00	–	–	1 80	123 79	–	–	–	–	6 50	–
Wesley,	343	36,202	222 00	16 20	–	1 50	49 88	78 00	–	–	–	8 00	–
Whiting,	475	64,461	300 00	15 00	–	1 55	70 29	85 00	–	–	–	6 00	–
Whitneyville,	581	87,023	351 00	–	2 40	1 30	–	–	–	–	–	7 00	1

Codyville plantation,	63	-	57 00	19 20	-	90	12 00	-	-	-	-	1 00	1
Jackson Brook plantation,	93	-	87 00	31 20	-	2 17	66 00	-	-	-	-	4 00	2
Talmadge plantation,	96	16,000	90 00	32 40	-	2 50	70 00	-	-	-	-	-	-
Waite plantation,	95	9,000	95 00	38 00	-	2 32	38 32	20 50	-	-	-	-	-
No. 7, R. 2,	97	12,000	129 00	70 80	-	2 22	18 00	-	-	-	-	3 00	-
No. 9, R. 1,	69	-	50 00	8 60	-	1 47	12 37	-	-	-	-	-	-
No. 14,*	220	5,700	130 00	-	2 00	3 71	30 95	-	-	-	-	-	-
No. 18,*	7	-	40 00	33 80	-	3 63	4 00	-	-	-	-	-	-
No. 21,*	85	-	26 00	-	25 00	51	18 56	-	-	-	-	-	1
No. 31,*	35	-	-	-	-	-	6 91	-	-	-	-	-	-
Total,	42,555	7,663,945	27,813 20	1,585 40	229 88	1 49	6,623 31	1,482 56	901 20	250 00	455 50	570 17	35

YORK COUNTY.

Acton,	1,218	277,816	730 80	-	-	1 68	151 18	30 08	100 00	-	-	30 00	-
Alfred,	1,255	381,024	800 00	47 00	-	1 62	179 03	-	-	-	-	45 25	1
Berwick,	2,115	483,447	1,300 00	9 40	-	1 62	309 26	50 00	-	-	-	-	-
Biddeford,	9,350	4,593,047	6,300 00	690 00	-	2 12	-	-	100 00	-	-	175 00	2
Buxton,	2,853	686,353	1,800 00	88 20	-	1 80	372 83	-	137 36	14 76	-	68 02	-
Cornish,	1,153	268,405	691 80	-	-	1 53	162 38	-	-	-	-	13 00	1
Dayton,	701	199,478	500 00	79 40	-	2 10	-	-	-	150 00	-	18 00	-
Elliot,	1,768	460,438	1,060 80	-	-	3 17	176 00	-	275 00	-	1,060 80	35 00	-
Hollis,	1,683	348,599	1,100 00	90 20	-	1 67	243 00	-	100 00	-	25 00	20 00	-
Kennebunk,	2,680	1,559,902	1,625 00	17 00	-	1 59	369 19	-	650 00	54 00	14 50	54 00	2
Kennebunkport,	2,668	890,229	1,625 00	24 20	-	1 66	-	-	100 00	-	-	57 00	1
Kittery,	2,975	363,327	1,800 00	12 60	-	1 50	378 29	-	-	-	-	25 00	2
Lebanon,	2,039	489,674	1,320 00	96 60	-	1 56	310 20	-	287 00	60 00	25 00	58 40	-
Limerick,	1,441	282,339	900 00	35 40	-	1 76	184 24	-	860 00	-	33 00	-	1
Limington,	2,004	468,228	1,203 00	60	-	3 11	257 77	-	59 25	16 00	12 50	52 19	-
Lyman,	1,307	269,853	840 00	55 80	-	1 87	-	-	-	-	-	15 00	-
Newfield,	1,359	252,839	814 80	60	-	1 64	172 55	-	140 75	30 00	-	45 00	-
North Berwick,	1,492	398,112	950 00	54 80	-	1 61	185 00	-	300 00	-	50 00	21 00	1
Parsonsfield,	2,125	551,465	1,400 00	125 00	-	1 79	285 81	71 20	150 00	80 00	-	65 00	-
Saco,	6,226	2,991,564	5,000 00	1,264 40	-	2 48	731 47	-	-	-	-	200 00	1
Shapleigh,	1,273	216,372	763 80	-	-	1 56	184 24	53 00	550 00	60 00	26 00	-	-
Sanford,	2,222	447,061	1,500 00	166 80	-	1 79	301 82	-	30 00	-	100 00	70 00	1

*See foot note, page 217.

YORK COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
South Berwick, . . .	2,024	676,387	1,800 00	345 60	–	1 84	331 00	–	800 00	–	–	75 00	1
Waterborough, . . .	1,825	286,440	1,100 00	5 00	–	1 39	303 00	–	75 00	23 00	17 00	60 00	–
Wells, ...	2,878	511,001	1,800 00	73 20	–	1 71	376 84	–	165 00	70 00	62 84	–	–
York, ...	2,825	702,218	1,695 00	–	–	1 81	302 62	–	–	–	28 00	65 00	1
Total, ...	62,124	19,135,618	40,120 00	3,281 80	–	2 00	6,366 72	204 28	4,879 36	557 76	1,454 64	1,266 68	21

SUMMARY OF TABLE II.

Counties.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androscoggin, . .	29,743	8,230,892	20,351 59	2,674 20	79 40	1 91	3,228 59	365 88	2,193 00	200 00	616 00	639 82	8
Aroostook, . .	22,449	1,856,237	9,388 05	564 85	1,727 60	1 01	2,038 11	682 47	380 00	1,046 00	653 67	240 60	3
Cumberland, . .	75,608	36,361,035	64,177 00	19,680 20	12 40	2 31	9,427 00	1,488 91	4,808 75	1,251 00	2,097 08	971 42	18
Franklin, . . .	20,574	4,285,843	12,009 28	207 14	388 01	1 73	2,021 79	938 13	1,298 70	850 00	581 00	487 00	14
Hancock, . . .	37,728	6,520,604	25,565 70	3,553 60	210 90	1 62	5,065 43	1,200 12	1,350 85	60 00	1,308 90	1,064 78	11
Kennebec, . . .	55,060	15,273,355	36,292 87	2,798 05	12 40	1 82	7,360 72	260 24	4,196 00	438 00	635 00	1,406 55	21
Knox, . . .	33,122	9,212,824	20,862 00	1,418 40	388 20	1 63	4,576 03	1,050 00	1,877 60	400 00	587 00	587 22	6
Lincoln, . . .	27,866	6,184,441	16,746 80	368 80	363 61	1 51	3,331 18	–	1,548 50	–	530 20	585 06	6
Oxford, . . .	36,700	7,834,162	20,583 80	310 25	615 00	1 50	4,995 25	1,461 03	3,233 75	272 70	837 24	972 74	11
Penobscot, . . .	72,737	14,524,937	49,082 30	7,161 97	435 40	1 45	8,013 96	2,794 75	2,793 50	275 05	326 05	1,437 92	45
Piscataquis, . .	15,054	2,705,228	9,468 20	359 20	209 60	1 58	1,751 62	983 14	746 00	–	111 33	333 22	12
Sagadahoc, . . .	21,085	10,054,434	17,981 80	5,041 40	91 20	2 53	3,096 05	39 87	1,388 00	200 00	747 25	714 51	14
Somerset, . . .	36,547	7,136,994	20,656 60	1,024 00	177 20	1 46	4,591 72	1,605 37	2,166 57	105 00	623 90	856 31	12
Waldo, . . .	38,448	7,773,529	24,231 60	624 60	407 80	1 70	5,349 61	579 00	3,570 63	440 00	632 00	566 49	21
Washington, . .	42,555	7,663,945	2,783 20	1,585 40	229 88	1 49	6,623 31	1,482 56	901 20	250 00	455 50	570 17	35
York, . . .	62,124	19,135,618	40,420 09	3,281 80	–	2 00	6,306 72	204 28	4,879 30	557 70	1,454 64	1,206 08	21
Total, . . .	628,600	164,714,168	416,630 79	39,470 79	–	–	78,737 22	15,055 69	37,353 10	6,337 57	9,136 85	12,710 35	258

TABLE I.

Of the Literary Institutions which have been Reported for 1863, as the Law Requires.

Names of Institutions.	P. O. Address.	Incorporated.	Amount of original fund.	Derived from what source.	Amount since added.	From what source.
Bowdoin College,	Brunswick,	June 27, 1792,	–	Commonwealth of Mass.,	–	–
Waterville College,	Waterville,	June 19, 1820,	–	Public lands,	75,000 00	Subscription, State and friends.
Hallowell Academy,	Hallowell,	March 5, 1791,	–	–	–	–
Berwick Academy,	South Berwick,	March 11, 1791,	–	–	–	–
Fryeburg Academy,	Fryeburg,	Feb. 19, 1792,	8,000 00	Public lands,	4,000 00	Pub. lands & individuals.
Monmouth Academy,	Monmouth,	Feb. 22, 1803,	5,000 00	Pub. lands & individuals,	–	¼ township land in 1862.
Gorham Seminary,	Gorham,	March 5, 1803,	–	Pub. lands & individuals,	9,000 00	From 2 townships of land.
Hampden Academy,	Hampden,	March 7, 1803,	3,000 00	Individuals,	–	Two half townships land.
Bluehill Academy,	Bluehill,	June 18, 1803,	6,252 00	Half township,	–	–
Hebron Academy,	Hebron,	Feb. 9, 1804,	3,000 00	Half township,	20,000 00	Individuals.
Bath Academy,	Bath,	March 16, 1805,	–	Public lands,	–	–
Bridgton Academy,	North Bridgton,	May 8, 1808,	4,000 00	Individ. and ½ township,	5,500 00	Sale of lands.
Cony Female Academy,	Augusta,	Feb. 10, 1818,	–	–	–	–
China Academy,	China,	June 10, 1818,	500 00	From subscription,	3,000 00	State lands.
Maine Wesleyan Seminary,	Kent's Hill,	July 28, 1823,	–	–	–	–
Foxcroft Academy,	Foxcroft,	Jan. 31, 1823,	3,361 10	Sale of public lands,	–	–

Cherryfield Academy, . .	Cherryfield,	Feb. 18, 1829,	3,200	00	Public lands,	–	–	–
Westbrook Seminary, . .	Westbrook,	March 4, 1831,	–	–	–	–	–	–
Parsonsfield Seminary, . .	North Parsonsfield,	Feb. 6, 1833,	1,000	00	State,	2,000	00	$1,000 from State, $1,000 from subscription.
Waterville Academy, . .	Waterville,	Feb. 12, 1842,	none.	–	–	–	–	–
Litchfield Academy, . .	Litchfield Corner,	Feb. 5, 1845,	5,000	00	Public lands,	–	–	–
East Corinth Academy, . .	East Corinth,	July 30, 1846,	3,500	00	Public lands,	–	–	–
Patten Academy, . . .	Patten,	June 28, 1847,	4,400	00	Public lands,	–	–	–
Oak Grove Seminary, . .	Vassalborough,	April 5, 1854,	2,000	00	Subscriptions from the Society of Friends,	15,000	00	Same as original fund.
Maine State Seminary, . .	Lewiston,	March 16, 1855,	10,000	00	State,	–	–	–
Richmond Academy, . .	Richmond,	February, 1861,	–	–	–	–	–	–

TABLE i, (Continued.)

Names of Institutions.	Disbursed in what way.	Present amount of funds.	How invested.	Income of same for last year.	How expended.	Rates of tuition per session.	Income from tuition fees last year.
Bowdoin College, . .	– –	107,331 60	Notes, bonds & stocks,	7,100 00	Current expenses,	10 per session,	1,200 00
Waterville College, . .	– –	59,000 00	In stocks & mortgages,	–	– –	10 per year,	–
Hallowell Academy, . .	– –	7,000 00	– –	–	– –	5 00 to 6 00	540 00
Berwick Academy, .	– –	–	– –	–	– –	5 00	1,000 00
Fryeburg Academy, . .	By fire and failures,	5,000 00	In bonds and notes,	270 00	Repairs & incidentals,	3 00 to 5 00	400 00
Monmouth Academy, . .	By fire,	2,250 00	In notes,	130 00	Incidentals,	3 00 to 4 00	130 00
German Seminary, . .	By build'g, rep'rs, &c.,	4,890 00	U. S. bonds, city scrip and bank stocks,	–	Repairs & incidentals,	4 00 to 5 00	2,370 51
Hampden Academy, . .	By repairs and failures.	2,560 66	Notes and State scrip,	–	Salaries & incidentals,	3 00 to 4 00	590 00
Lincoln Academy, . .	By building.	5,251 77	Notes and stocks,	350 00	Repairs and salary,	2 00 to 3 00	175 45
Hebron Academy, . .	– –	5,000 00	In notes,	300 00	In salary,	2 50 to 4 00	500 00
Bath Academy, . . .	– –	12,000 00	In the High School building,	–	– –	3 00	–
Bridgton Academy, . .	– –	9,500 00	Scrip, bonds and notes,	500 00	Salaries & incidentals,	3 00 to 4 00	813 00
Conv Female Academy, .	By failure,	6,500 00	Bank stock and notes,	354 00	Repairs & investment,	–	–
China Academy, . . .	Building, repairs and l.,	400 00	Notes,	21 00	Repairs,	3 00 to 5 00	–
Maine Wesleyan Seminary, .	– –	–	– –	–	– –	–	–
Foxcroft Academy, . .	Erecting new building, fences, &c.,	1,050 00	Secured notes,	100 00	Repairs, apparatus, &c.	3 00 to 5 00	525 00
Cherryfield Academy, . .	By failure,	3,200 00	Mortgage,	132 00	Sustaining school,	3 00	200 00
Westbrook Seminary, . .	– –	6,700 00	– –	–	– –	4 00 to 6 00	1,165 00
Parsonsfield Seminary, . .	– –	–	– –	–	– –	3 00 to 4 00	–
Waterville Academy, . .	– –	–	– –	–	– –	4 00 to 5 00	781 75

Litchfield Academy,	Building and sustaining school,	2,000 00	Real estate,	120 00	Support of schools,	3 00 to 4 00	–
East Corinth Academy,	Repairs and apparatus,	3,000 00	Land,	180 00	Support of schools and repairs,	3 50 to 4 50	500 00
Patten Academy,	By failure,	3,000 00	Secured notes and bank stock,	180 00	Sustaining school,	2 50 to 3 50	193 00
Oak Grove Seminary,	Loss in R. Road stock,	2,000 00	In notes.	120 00	Insurance, &c.,	3 50 to 5 00	1,075 00
Maine State Seminary,	– –	10,000 00	State scrip,	600 00	Instruction,	4 00 to 5 00	–
Richmond Academy,	– –	– – –		– – –		3 50 to 5 00	425 00

TABLE II.

Of Literary Institutions which have been Reported as the Law Requires.

Names of Institutions.	Number of buildings.	Size of same.	Original cost.	Present value.	No. of vols. in Library.	Estimated value.	Value of apparatus.	Number of Trustees.	Number of different pupils in the year.	In Autumn.	In Winter.	In Spring.	In Summer.	Average age of pupils.	No. fitting for College.	No. preparing to teach.	No. who have taught.	No. who have entered the U. S. service.
Bowdoin College,	6	3 are 4 stories, 100 ft. by 40; 1 is 3 stories, 50 by 50; 1 is 3 stories, 90 by 45, 1 is 2 stories, 120 by 80,	33,500	74,700	30,000	–	–	13	134	–	–	–	–	–	–	–	–	–
Hallowell Academy,	1	32 by 47,	–	–	–	–	200	13	45	30	34	38	–	15	3	1	–	–
Berwick Academy,	1	2 stories,	7,000	7,000	400	200	150	15	105	60	40	65	60	13	12	20	11	6
Fryeburg Academy,	–	–	5,000	–	1,000	650	–	13	150	40	22	70	21	15	8	–	–	–
Monmouth Academy,	1	60 by 40,	3,400	3,200	100	150	250	7	80	65	–	50	–	18	3	31	25	1
Gorham Academy,	3	Brick Sem., 4 stories, 40 by 130; Wood Sem., 2½ stories, 40 by 50,	18,000	14,000	1,200	600	500	15	300	135	94	117	77	18	10	40	25	22
Hampden Academy,	1	–	3,000	2,000	500	–	600	15	120	85		93	20	–	4	30	25	45
Bluehill Academy,	1	30 by 40, 2 stories, brick.	–	2,500	200	200	–	13	50	32	26	29	–	–	1	20	–	6
Hebron Academy,	2	Acad., 32 by 30; boarding house, 32 by 28, with L 40 by 20.	3,000	2,500	300	200	300	7	–	110	–	93	17	–	20	50	60	10
Bath Academy,	1	–	2,200	22,000	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Bridgton Academy,	1	63 by 36,	3,200	3,000	small	small	–	15	168	72	20	112	25	17	13	83	55	5

Cony Female Academy,	2 Acad. 2 stories, 60 by 45; boarding house 3 stories, 38 by 45,	6,700	6,700	–	300	–	5	40	–	–	–	–	–	–	–	–	–	–
China Academy,	1 35 by 45,	2,500	1,500	–	–	–	15	–	–	–	–	–	–	–	–	–	–	–
Foxcroft Academy,	1 2 stories,	2,600	–	50	50	150	15	185	112	none	120	30	19	4	50	40	25
Cherryfield Academy,	1 40 by 60, 2 stories,	4,000	2,750	–	–	35	20	175	60	100	100	none	–	5	20	10	13
Westbrook Seminary,	4 – –	24,050	18,000	325	300	375	13	150	84	44	101	64	16	15	50	20	–
Parsonsfield Seminary,	3 60 by 32; 50 by 25; 30 by 36; 2 stories,	6,000	3,500	125	40	125	21	45	–	–	45	–	–	–	–	–	–
Waterville Academy,	1 50 by 32,	3,000	3,000	–	–	100	–	143	93	86	65	21	16	8	30	20	2
Litchfield Academy,	1 45 by 33, 2 stories,	2,200	2,000	400	150	850	13	–	–	–	–	–	–	–	18	–	–
East Corinth Academy,	1 40 by 30, 2 stories,	1,500	18,000	–	–	200	12	135	60	40	80	20	18	18	50	40	6
Patten Academy,	1 32 by 42,	1,450	1,200	–	–	200	17	–	49	–	44	–	–	–	8	6	10
Limington Academy,	1 62 by 32, 2 stories,	3,500	–	–	–	–	15	–	38	–	40	–	15	–	–	–	–
Oak Grove School,	2 40 by 50, 2 stories; 40 by 60, 3 st.	10,000	6,000	520	250	500	5	165	104	40	90	33	16	9	30	56	–
Maine State Seminary,	2 107 by 44; 80 by 50,	36,000	3,600	1,500	200	500	35	241	111	62	179	149	18	15	180	130	130
Richmond Academy,	1 2 stories,	2,692	2,600	40	100	–	5	91	38	50	–	53	15		16	6	–

TABLE III.

Of Literary Institutions, showing the names of those whose reports for 1863 have not been made as the law requires.

Names of Institutions.	Where Located.	Incorporated.	Original Cost of Institution.	Present Worth.	Amt. of Original Fund.	Derived from what source.
Washington Academy,	East Machias,	March 7, 1794,	6,500	3,000	8,000	Public lands.
Lincoln Academy,	Newcastle,	Feb. 23, 1801,	3,500	2,500		Public lands.
Farmington Academy,	Farmington,	Feb. 13, 1807,	3,000	1,500	13,000	Public lands and individuals.
Bloomfield Academy,	Bloomfield,	Feb. 13, 1807,	2,500	2,500	3,500	Public lands.
Warren Academy,	Warren,	Feb. 25, 1808,			2,500	Public lands.
Limerick Academy,	Limerick,	Nov. 17, 1808,	3,500	3,500	1,500	Public lands.
North Yarmouth Academy,	Yarmouth,	Feb. 4, 1814,	8,000	8,000	9,000	Public lands.
Anson Academy,	North Anson,	Feb. 28, 1823,	1,000	1,000	3,000	Public lands.
Alfred Academy,	Alfred,	March 3, 1829,	1,000	600	300	State.
Titcomb Academy,	North Belgrade,	March 30, 1831,	1,700	1,300		
St. Albans Academy,	Hartland,	Feb. 11, 1832,	3,500	2,500	2,500	State and individuals.
Lewiston Falls Academy,	Danville,	Feb. 25, 1834,	2,500	2,500	2,500	E. Little.
	Bethel	Jan. 27, 1836,	2,000	2,000	500	Rev. D. Gould.

Thomaston Academy,	[illegible],	[illegible],	2,045	1,000	[illegible]	[illegible]
Somerset Academy,	Athens,	June 20, 1846,	1,300	1,000	3,000	Public lands.
Mattanawcook Academy,	Lincoln,	July 29, 1846,	2,000	1,000	6,500	Public lands.
Houlton Academy,	Houlton,	June 14, 1847,	1,200	–	3,500	State.
Monson Academy,	Monson,	July 26, 1847,	–	–	300	State.
Litchfield Liberal Institute,	Litchfield,	July 26, 1847,	2,500	2,500	–	–
Limington Academy,	Limington,	Aug. 8, 1848,	1,200	1,000	4,250	Public lands.
Standish Academy,	Standish,	Aug. 8, 1848,	28,000	25,000	2,500	Scholarships.
East Maine Conference Seminary,	Bucksport,	June 8, 1849,	–	–	–	–
Norway Liberal Institute,	Norway,	June 25, 1849,	–	–	–	–
Oxford Normal Institute,	Paris,	July 28, 1849,	–	–	–	–
Union Academy,	Oldtown,	Aug. 8, 1848,	1,000	800	–	–
East Pittston Academy,	East Pittston,	Feb., 1849,	–	–	1,000	State.
Lebanon Academy,	West Lebanon,	Aug. 24, 1850,	3,000	2,500	2,000	Individuals.
Calais Academy,	Calais,	Aug. 28, 1850,	1,700	1,200	800	Individuals.
Corinna Union Academy,	Corinna,	June 3, 1851,	–	–	–	–
Towle's Academy,	Winthrop,	Feb. 14, 1852,	2,300	2,000	–	–
Oak Grove Seminary,	Falmouth,	April 14, 1857,	2,300	2,300	400	State.
Presque Isle Academy,	Presque Isle,	Feb. 17, 1858,	1,200	1,200	–	–
West Gardiner Academy,	West Gardiner,	March 11, 1859,	–	–	–	–
Harpswell Academy,	Harpswell,	April 2, 1859,	–	–	–	–
Paris Hill Academy,	Paris,	Feb., 1861,				

YORK COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
South Berwick, . . .	2,624	676,387	1,800 00	345 60	–	1 84	334 00	–	800 00	–	–	75 00	1
Waterborough, . . .	1,825	286,440	1,100 00	5 00	–	1 39	303 00	–	75 00	23 00	17 00	60 00	–
Wells, ...	2,878	591,001	1,800 00	73 20	–	1 71	376 84	–	165 00	70 00	62 84	–	–
York, ...	2,825	702,218	1,695 00	–	–	1 81	392 62	–	–	–	28 00	65 00	1
Total, ...	62,124	19,135,618	40,120 00	3,291 80	–	2 00	6,366 72	204 28	4,879 36	557 76	1,454 64	1,266 68	21

SUMMARY OF TABLE II.

Counties.	Population in 1860.	Valuation in 1860.	School money raised in 1863.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to Prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androscoggin,	29,743	8,230,8[illegible]	20,351 59	2,674 20	79 40	1 91	3,228 59	365 88	2,193 00	200 00	[illegible]16 00	[illegible]37 82	[illegible]
Aroostook,	22,419	1,856,237	9,388 [illegible]	564 85	1,727 60	1 01	2,938 11	682 47	380 00	1,046 00	453 67	210 66	3
Cumberland,	75,608	36,361,035	64,177 99	19,680 20	12 40	2 31	9,427 00	1,488 91	4,898 75	1,251 00	2,007 08	971 42	18
Franklin,	20,574	4,285,843	12,009 28	207 14	388 01	1 73	2,021 75	938 13	1,298 70	850 00	581 09	487 00	11
Hancock,	37,728	6,320,691	25,565 70	3,553 60	210 90	1 62	5,065 43	1,200 12	1,350 85	00 00	1,308 90	1,064 78	11
Kennebec,	55,060	15,273,355	36,292 87	2,798 05	12 40	1 82	7,360 72	260 24	4,196 00	438 00	635 00	1,406 55	21
Knox,	33,122	9,212,824	20,862 00	1,418 40	388 20	1 63	4,576 03	1,050 00	1,877 60	400 00	587 00	587 22	6
Lincoln,	27,866	6,184,441	16,746 80	368 80	363 61	1 51	3,331 18	–	1,548 50	–	530 20	585 00	6
Oxford,	36,700	7,834,162	20,583 80	310 25	615 00	1 50	4,995 25	1,461 03	3,233 75	272 70	837 24	972 72	11
Penobscot,	72,737	14,524,937	40,082 30	7,161 97	435 40	1 45	8,013 96	2,794 75	2,793 50	275 05	326 05	1,437 91	45
Piscataquis,	15,054	2,705,228	9,468 20	359 20	209 60	1 58	1,751 62	983 14	746 00	–	111 33	333 22	12
Sagadahoc,	21,085	10,054,434	17,981 80	5,041 40	91 20	2 53	3,036 05	30 87	1,388 00	200 00	747 25	714 51	14
Somerset,	36,547	7,136,994	20,656 60	1,024 00	177 20	1 40	4,591 72	1,605 37	2,106 57	105 00	623 93	856 32	12
Waldo,	38,448	7,773,525	24,231 60	624 60	407 80	1 70	5,349 61	579 00	3,570 03	440 00	632 00	506 40	21
Washington,	42,555	7,663,945	2,783 20	1,585 40	229 86	1 49	6,623 31	1,482 50	901 20	250 00	455 50	570 17	35
York,	62,124	19,135,618	40,420 00	3,281 80	–	2 00	6,306 72	204 28	4,870 30	557 70	1,454 64	1,206 08	21
Total,	628,600	164,714,168	416,630 79	39,470 79	–	–	78,737 22	15,055 69	37,353 10	6,337 57	9,136 85	12,710 35	258

TABLE I.

Of the Literary Institutions which have been Reported for 1863, as the Law Requires.

Names of Institutions.	P. O. Address.	Incorporated.	Amount of original fund.	Derived from what source.	Amount since added.	From what source.
Bowdoin College, . . .	Brunswick,	June 27, 1792,	–	Commonwealth of Mass.,	–	– –
Waterville College, . . .	Waterville,	June 19, 1820,	–	Public lands,	75,000 00	Subscription, State and friends.
Hallowell Academy, . .	Hallowell,	March 5, 1791,	–	– –	–	– –
Berwick Academy, . . .	South Berwick,	March 11, 1791,	–	– –	–	– –
Fryeburg Academy, . . .	Fryeburg,	Feb. 19, 1792,	8,000 00	Public lands,	4,000 00	Pub. lands & individuals.
Monmouth Academy, . .	Monmouth,	Feb. 22, 1803,	5,000 00	Pub. lands & individuals,	–	¼ township land in 1862.
Gorham Seminary, . . .	Gorham,	March 5, 1803,	–	Pub. lands & individuals,	9,000 00	From 2 townships of land.
Hampden Academy, . . .	Hampden,	March 7, 1803,	3,000 00	Individuals,	–	Two half townships land.
Bluehill Academy, . . .	Bluehill,	June 18, 1803,	6,252 00	Half township,	–	– –
Hebron Academy, . . .	Hebron,	Feb. 9, 1804,	3,000 00	Half township,	20,000 00	Individuals.
Bath Academy, . . .	Bath,	March 16, 1805,	–	Public lands,	–	– –
Bridgton Academy, . . .	North Bridgton,	May 8, 1808,	4,000 00	Individ. and ½ township,	5,500 00	Sale of lands.
Cony Female Academy, . .	Augusta,	Feb. 10, 1818,	–	– –	–	– –
China Academy, . . .	China,	June 10, 1818,	500 00	From subscription,	3,000 00	State lands.
Maine Wesleyan Seminary, .	Kent's Hill,	July 28, 1823,	–	– –	–	– –
Foxcroft Academy, . . .	Foxcroft,	Jan. 31, 1823,	3,361 10	Sale of public lands,	–	– –

Cherryfield Academy,	Cherryfield,	Feb. 18, 1829,	3,200	00	Public lands,	–	–	–
Westbrook Seminary,	Westbrook,	March 4, 1831,	–	–	–	–	–	–
Parsonsfield Seminary,	North Parsonsfield,	Feb. 6, 1833,	1,000	00	State,	2,000	00	$1,000 from State, $1,000 from subscription.
Waterville Academy,	Waterville,	Feb. 12, 1842,	none.	–	–	–	–	–
Litchfield Academy,	Litchfield Corner,	Feb. 5, 1845,	5,000	00	Public lands,	–	–	–
East Corinth Academy,	East Corinth,	July 30, 1846,	3,500	00	Public lands,	–	–	–
Patten Academy,	Patten,	June 28, 1847,	4,400	00	Public lands,	–	–	–
Oak Grove Seminary,	Vassalborough,	April 5, 1854,	2,000	00	Subscriptions from the Society of Friends,	15,000	00	Same as original fund.
Maine State Seminary,	Lewiston,	March 16, 1855,	10,000	00	State,	–	–	–
Richmond Academy,	Richmond,	February, 1861,	–	–	–	–	–	–

TABLE I, (Continued.)

Names of Institutions.	Diminished in what way.	Present amount of funds.	How invested.	Income of same for last year.	How expended.	Rates of tuition per session.	Income from tuition fees last year.
Bowdoin College,	– –	107,351 66	Notes, bonds & stocks,	7,100 00	Current expenses,	10 per session,	1,200 00
Waterville College,	– –	50,000 00	In stocks & mortgages,	–	– –	10 per year,	–
Hallowell Academy,	– –	7,000 00	– –	–	– –	5 00 to 6 00	540 00
Berwick Academy,	– –	–	– –	–	– –	5 00	1,000 00
Fryeburg Academy,	By fire and failures,	5,000 06	In bonds and notes,	250 00	Repairs & incidentals,	3 00 to 5 00	400 00
Monmouth Academy,	By fire,	2,250 00	In notes,	130 00	Incidentals,	3 00 to 4 00	130 00
Gorham Seminary,	By build'g, rep'rs, &c.,	4,890 00	U. S. bonds, city scrip and bank stocks,	–	Repairs & incidentals,	4 00 to 5 00	2,370 51
Hampden Academy,	By repairs and failures,	2,500 06	Notes and State scrip,	–	Salaries & incidentals,	3 00 to 4 00	500 00
Bluehill Academy,	By building,	5,881 77	Notes and stocks,	350 00	Repairs and salary,	2 00 to 3 00	175 45
Hebron Academy,	– –	5,500 00	In notes,	300 00	In salary,	2 40 to 4 00	500 00
Lata Academy,	– –	12,000 00	In the High School building,	–	– –	3 00	–
Bridgton Academy,	– –	9,700 00	Scrip, bonds and notes,	590 00	Salaries & incidentals,	3 00 to 4 00	813 00
Cony Female Academy,	By failure,	6,700 00	Bank stock and notes,	354 00	Repairs & investment,	–	–
China Academy,	Building, repairs and fees,	190 00	Notes,	24 00	Repairs,	3 00 to 5 00	–
Maine Wesleyan Seminary,	– –	–	– –	–	– –	–	–
Foxcroft Academy,	Erecting new building, fences, &c.,	1,000 00	Secured notes,	100 00	Repairs, apparatus, &c.	3 00 to 5 00	525 00
Cherryfield Academy,	By failure,	3,200 00	Mortgage,	152 00	Sustaining school,	3 00	200 00
Westbrook Seminary,	– –	6,700 00	– –	–	– –	4 00 to 6 00	1,165 00
Parsonsfield Seminary,	– –	–	– –	–	– –	3 00 to 4 00	–
Waterville Academy,	– –	–	– –	–	– –	4 00 to 5 00	781 75

Litchfield Academy,	Building and sustaining school,	2,000 00	Real estate,	120 00	Support of schools,	3 00 to 4 00	-
East Corinth Academy,	Repairs and apparatus,	3,000 00	Land,	180 00	Support of schools and repairs,	3 50 to 4 50	500 00
Patten Academy,	By failure,	3,000 00	Secured notes and bank stock,	180 00	Sustaining school,	2 50 to 3 50	193 00
Oak Grove Seminary,	Loss in R. Road stock,	2,000 00	In notes,	120 00	Insurance, &c.,	3 50 to 5 00	1,075 00
Maine State Seminary,	- -	10,000 00	State scrip,	600 00	Instruction,	4 00 to 5 00	-
Richmond Academy,	- -	- - -		- - -		3 50 to 5 00	425 00

TABLE II.

Of Literary Institutions which have been Reported as the Law Requires.

Names of Institutions.	Number of buildings.	Size of same.	Original cost.	Present value.	No. of vols. in Library	Estimated value.	Value of apparatus.	Number of Trustees.	Number of different pupils in the year.	In Autumn.	In Winter.	In Spring.	In Summer.	Average age of pupils.	No. fitting for College.	No. preparing to teach.	No. who have taught.	No. who have entered the U. S. service.
Bowdoin College,	6	3 are 4 stories, 100 ft. by 40; 1 is 3 stories, 50 by 50; 1 is 3 stories, 90 by 45; 1 is 2 stories, 120 by 86,	93,500	74,700	30,600	–	–	13	134	–	–	–	–	–	–	–	–	–
Hallowell Academy,	1	32 by 47,	–	–	–	–	200	13	45	30	34	38	–	15	3	1	–	–
Berwick Academy,	1	2 stories,	7,000	7,000	400	200	150	15	105	60	40	65	60	17	12	20	11	6
Fryeburg Academy,	–	–	5,000	–	1,000	650	–	–	150	40	22	70	21	15	8	–	–	–
Monmouth Academy,	1	60 by 40,	3,400	3,200	100	150	250	7	86	65	–	50	–	18	3	35	25	1
Gorham Academy,	3	Brick Sem., 4 stories, 40 by 130; Wood Sem., 2½ stories, 40 by 50,	18,000	14,000	1,200	600	500	15	300	135	94	17	77	18	10	40	25	22
Hampden Academy,	1	–	3,000	2,000	500	–	600	15	120	85	–	93	20	–	4	30	25	45
Bluehill Academy,	1	30 by 40, 2 stories, brick,	–	2,500	200	200	–	13	50	32	20	29	–	–	1	20	–	6
Hebron Academy,	2	Acad., 32 by 30; boarding house, 32 by 28, with L 40 by 26,	3,000	2,500	300	200	300	7	–	110	–	93	17	–	20	50	60	10
Bath Academy,	1	–	2,200	22,000	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Bridgton Academy,	1	63 by 36,	3,200	3,000	small	small	–	15	168	73	20	12	25	17	13	63	55	5

Cony Female Academy, .	2 Acad. 2 stories, 60 by 45; boarding house 3 stories, 38 by 45,	6,700	6,700	–	300	–	5	40	–	–	–	–			–	–	–
China Academy, . .	1 35 by 45, ...	2,500	1,500	–	–	–	15		–	–	–	–			–	–	–
Foxcroft Academy, . .	1 2 stories, ...	2,600	–	50	50	150	15	185	12	none	120	30		4	50	40	25
Cherryfield Academy, .	1 40 by 60, 2 stories, ...	4,000	2,750	–	–	35	20	175	60	100	100	none		5	20	10	13
Westbrook Seminary, .	4 – – .	24,050	18,000	325	300	375	13	150	84	44	101	64		15	60	20	–
Parsonsfield Seminary, .	3 60 by 32; 50 by 25; 30 by 36; 2 stories, ...	5,000	3,500	125	40	125	21	45	–	–	45	–		–	–		–
Waterville Academy, .	1 50 by 32, ...	3,000	3,000	–	–	100	–	143	93	36	65	21	16	8	30	20	2
Litchfield Academy, .	1 45 by 33, 2 stories, . . .	2,200	2,000	400	150	850	13	–	–	–	–	–	–		18		–
East Corinth Academy, .	1 40 by 30, 2 stories, . . .	1,500	18,000	–	–	200	12	135	60	40	80	20	18	18	50	40	6
Patten Academy, . .	1 32 by 42, ...	1,450	1,200	–	–	200	17	–	49	–	44	–	–	–	8	6	10
Limington Academy, .	1 62 by 32, 2 stories, . . .	3,500	–	–	–	–	15	–	38	–	40	–	15	–	–		–
Oak Grove School, . .	2 40 by 50, 2 stories; 40 by 60, 3 st.	10,000	6,000	520	250	500	5	165	104	40	90	33	16	9	30	56	–
Maine State Seminary, .	2 107 by 44; 60 by 50, . .	36,000	3,600	1,500	200	500	35	241	111	62	179	149	18	15	180	130	130
Richmond Academy, .	1 2 stories, ...	2,692	2,600	40	100		5	91	36	50	–	53	15	–	16	6	–

TABLE III.

Of Literary Institutions, showing the names of those whose reports for 1863 have not been made as the law requires.

Names of Institutions.	Where Located.	Incorporated.	Original cost of buildings.	Present worth.	Am't of original fund.	Derived from what source.
Washington Academy,	East Machias,	March 7, 1794,	6,500	3,000	8,000	Public lands.
Lincoln Academy,	Newcastle,	Feb. 23, 1801,	3,500	2,500		Public lands.
Farmington Academy,	Farmington,	Feb. 13, 1807,	3,000	1,500	13,000	Public lands and individuals.
Bloomfield Academy,	Bloomfield,	Feb. 13, 1807,	2,500	2,500	3,500	Public lands.
Warren Academy,	Warren,	Feb. 25, 1808,			2,500	Public lands.
Limerick Academy,	Limerick,	Nov. 17, 1808,	3,500	3,500	1,500	Public lands.
North Yarmouth Academy,	Yarmouth,	Feb. 4, 1814,	8,000	8,000	9,000	Public lands.
Anson Academy,	North Anson,	Feb. 28, 1823,	1,000	1,000	3,000	Public lands.
Alfred Academy,	Alfred,	March 3, 1823,	1,000	600	300	State.
Titcomb Academy,	North Belgrade,	March 30, 1831,	1,700	1,300		
St. Albans Academy,	Hartland,	Feb. 11, 1832,	3,500	2,500	2,500	State and individuals.
Lewiston Falls Academy,	Danville,	Feb. 25, 1834,	2,500	2,500	2,500	E. Little.
Gould's Academy,	Bethel,	Jan. 27, 1836,	2,000	2,000	800	Rev. D. Gould.
Freedom Academy,	Freedom,	Feb. 18, 1836,	1,200	800	300	State.
Norridgewock Female Academy,	Norridgewock,	March 20, 1836,	-	-	300	State.

Thomaston Academy,	Thomaston,	April 7, 1845,	3,000	2,800	0,300	[illegible]
Somerset Academy,	Athens,	June 20, 1846,	2,043	1,800	1,445	Individuals.
Mattanawcook Academy,	Lincoln,	July 29, 1846,	1,300	1,000	3,000	Public lands.
Houlton Academy,	Houlton,	June 14, 1847,	2,000	1,000	6,500	Public lands.
Monson Academy,	Monson,	July 26, 1847,	1,200	–	3,500	State.
Litchfield Liberal Institute,	Litchfield,	July 26, 1847,	–	–	300	State.
Limington Academy,	Limington,	Aug. 8, 1848,	2,500	2,500	–	–
Standish Academy,	Standish,	Aug. 8, 1848,	1,200	1,000	4,250	Public lands.
East Maine Conference Seminary,	Bucksport,	June 8, 1849,	28,000	25,000	2,500	Scholarships.
Norway Liberal Institute,	Norway,	June 25, 1849,	–	–	–	–
Oxford Normal Institute,	Paris,	July 28, 1849,	–	–	–	–
Union Academy,	Oldtown,	Aug. 8, 1848,	–	–	–	–
East Pittston Academy,	East Pittston,	Feb., 1849,	1,000	800	–	–
Lebanon Academy,	West Lebanon,	Aug. 24, 1850,	–	–	1,000	State.
Calais Academy,	Calais,	Aug. 28, 1850,	3,000	2,500	2,000	Individuals.
Corinna Union Academy,	Corinna,	June 3, 1851,	1,700	1,200	800	Individuals.
Towle's Academy,	Winthrop,	Feb. 14, 1852,	–	–	–	–
Oak Grove Seminary,	Falmouth,	April 14, 1857,	2,300	2,000	–	–
Presque Isle Academy,	Presque Isle,	Feb. 17, 1858,	2,300	2,300	400	State.
West Gardiner Academy,	West Gardiner,	March 11, 1859,	1,200	1,200	–	–
Harpswell Academy,	Harpswell,	April 2, 1859,	–	–	–	–
Paris Hill Academy,	Paris,	Feb., 1861,	–	–	–	–

TABLE IV.

Of Literary Institutions, showing names of Officers, Teachers and Salaries.

Institutions.	Officers.	Teachers.	Salaries.
Berwick Academy, . . .	F. B. Hayes, *President*.	A. C. Stockin, A. M., Principal. . .	Tuition and $200 per year.
	H. H. Hobbs, *Secretary and Treasurer*. . .	Miss C. Homer.	$6 per week.
		Miss B. A. Demesitt, ...	do
Bowdoin College, . . .	Leonard Woods, D. D., *President*. . .	A. S. Packard, D. D.	
	Joseph M'Keen, M. A., *Treasurer*. . .	T. C. Upham, D. D.	
	. . . . .	William Smyth, D. D.	
	. . . . .	Eliphalet Whittlesey, M. A.	
	. . . . .	Paul A. Chadburne, M. A.	
	. . . . .	Joshua L. Chamberlain, M. A.	
	. . . . .	Stephen J. Young, M. A.	
	. . . . .	Cyrus F. Brackett, M. A.	
	. . . . .	E. N. Packard, B. A.	
	. . . . .	Joseph McKeen, M. A.	
Bluehill Academy, . . .	B. W. Flinchley, *President*.	Henry M. Stevens.	$350 for 30 weeks.
	Rev. Samuel Bowker, *Vice President*. . .		
Bridgton Academy, . .	Rev. I. A. Douglass, *President*. . . .	C. E. Hilton.	$400 and tuition.
	L. Cram, *Treasurer*.	Rev. F. Yeaton.	do
	Thomas H. Mead, *Secretary*. . . .	E. S. Huntress.	do
		Miss E. A. Hilton.	do
		Miss L. K. Gibbs.	do
Bath Academy, . . .	Samuel F. Dike, *Secretary*.	United with the Bath High School.	

Cony Academy,	Rev. J. H. Ingraham, *President.* J. H. Williams, *Secretary and Treasurer.*	No Teachers.	
China Academy,	A. Marshall, *President* D. C Hanson, *Secretary.* Mark Hallings, Jr., *Treasurer.*		
Cherryfield Academy,	Joseph Adams, *President.* W. B. Naib, *Vice President.* D. Wiley, *Secretary.*	Elias Brookings, Principal. Miss Fanny Redman.	$150 per term. $4 per week.
East Corinth Academy,	Henry K. Dexter, *President.* Joshua Hawes, *Secretary.*	Charles H. Verrill, Principal. Miss Mary E. Elliot.	
Fryeburg Academy,	Hon. Joel Eastman, *President.* Asa Charles, Esq., *Treasurer.* Rev. D. B. Sewall, *Secretary.*	B. P. Snow. Miss H. B. Jewett. Nellie Bowers. S. P. Thompson.	$200 and tuition. 66 per term. Receipts for music. $66 per term.
Foxcroft Academy,		Mark Pilman. Sarah C. Bailey. Abbey E. Church. Miss A. C. Gower. Julia Carter.	
Gorham Seminary,	Josiah Pierce, *President.* J. Waterman, *Treasurer.* J. A. Waterman, *Secretary.*	J. B. Webb. J. B. Choate. Prof. Fred. Lubit. Miss H. C. Douglass. Miss C. E. Pendleton. Miss R. B. L. McLellan. Miss A. D. Barker. Miss D. Ripley.	$400. $400. $200. $300. $160. $200. $160. $400.
Hebron Academy,	Carleton Parker, *President.* Joseph Barrows, *Secretary.* C. C. Cushman, *Treasurer.*	Alanson C. Herrick, Principal. Sarah C. Bailey. Frank M. Hall. A. M. Millett.	$500 and tuition.

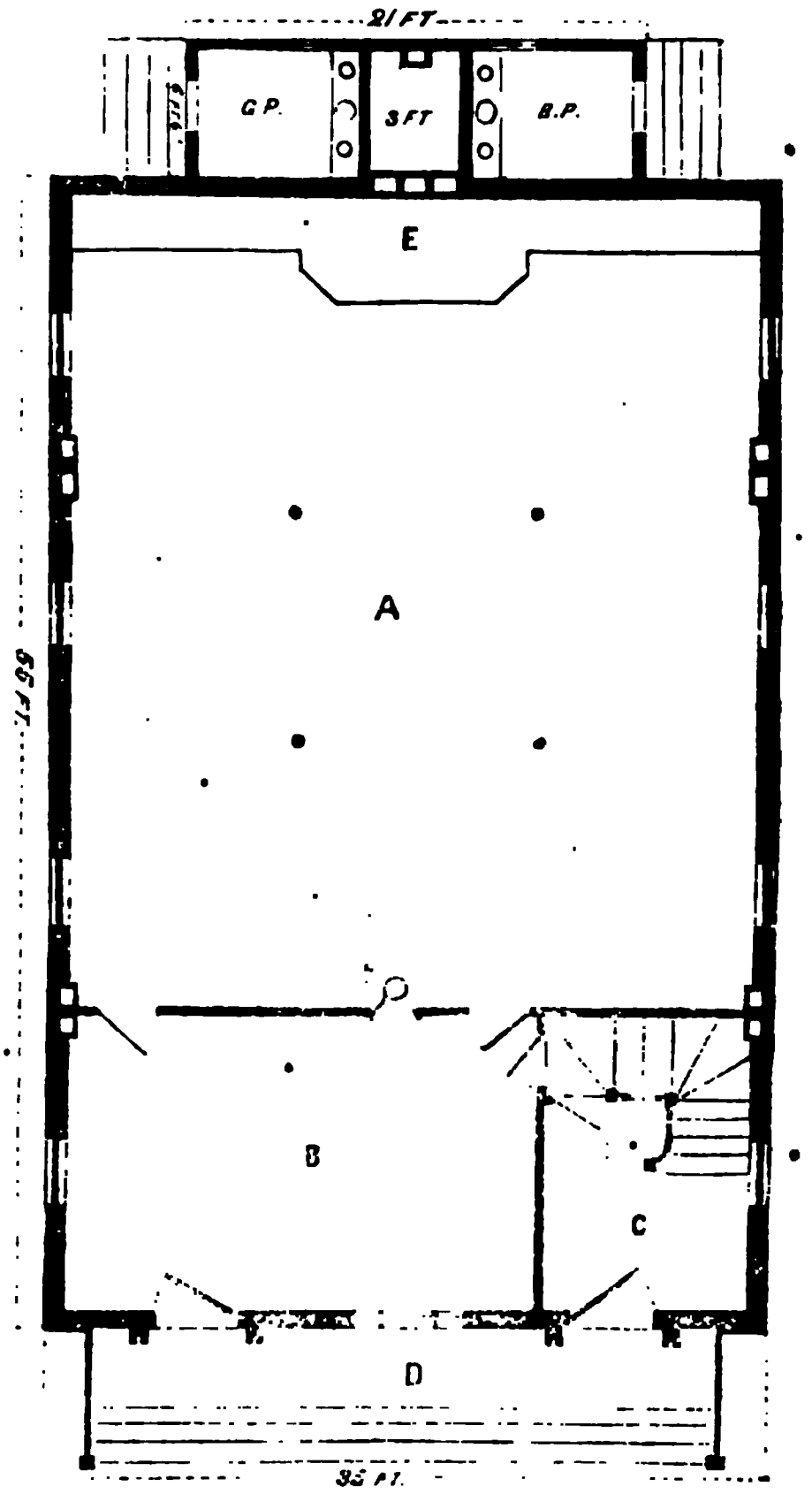
TABLE IV. (CONTINUED.)

Institutions.	Officers.	Teachers.	Salaries.
Hampden Academy,	Hon. Elias Dudley, *President.* Rev. I. K. Mason, *Secretary.* John Crosby, Jr., *Treasurer.*	Daniel C. Burleigh, A. M. Miss Ruth E. Babcock. Miss Sarah D. Crosby. Miss E. K. Crosby. Miss Clara E. Dudley. Edmund C. Atkinson.	
Hallowell Academy,	Hon. John Hubbard, *President.* Andrew Masters, *Treasurer.* C. Spaulding, *Secretary.*	Charles B. Chase. Sarah Wales.	$350 per year.
Limington Academy,	S. M. Bradbury, *President.* I. L. Mitchell, *Secretary.* A. McArthur, Esq., *Treasurer.*	Frank P. Hill. W. G. Lord.	Tuition, and $12 by Trustees. Tuition.
Litchfield Academy,	Rev. A. Barrows, *President.* A. P. Smith, *Secretary.* G. W. Springer, *Treasurer.*	Orias Whitman. D. L. Smith.	Tuition and $25 per term. do
Maine State Seminary,	E. Knowlton, *President.* J. A. Lowell, *Secretary.* O. B. Cheney, *Treasurer.*	O. B. Cheney. L. W. Stanton. S. F. Neal. Miss H. C. Woodman. Miss S. A. Perkins. Miss N. L. Wood.	$950 per year. $800 do $800 do $450 do $300 do $300 do
Maine Wesleyan Seminary,			

Monmouth Academy,	W. Wilcox, *President*.	George W. Trask.	$80 per term.
	C. T. Fox, *Secretary*.	Jennie R. Gray.	$4 per week.
	I. S. Small, *Treasurer*.	Frances Pierce.	do
Patten Academy,	David Haynes, *President*.	Charles Fish, Principal.	$150 per term.
	S. E. Benjamin, *Secretary*.	Rebecca B. Webber, Assistant.	$15.50 per term.
Parsonsfield Seminary,	Rev. John Buzzell, *President*, deceased.	Addison Small, (Spring Term.)	Tuition and use of house.
	Rev. John Chick, *Vice President*.	James H. Foss, A. B., (Fall Term.)	do
	Hon. Moses Sweat, M. D., *Secretary*.		
Richmond Academy,	Robert T. Blugo, *Treasurer*.	R. A. Rideout.	Tuition.
	Benjamin F. Freeman, *President*.		
Oak Grove Seminary,		Augustus Jones, A. B.	$700.
		George Gifford, A. B.	$400.
		Ermina Jones.	
		Phebe Bailey.	
Westbrook Seminary,	Hon. S. F. Hersey, *President*.	S. H. McCollister.	$1,000.
	G. M. Stevens, Esq., *Secretary*.	A. Lovell.	$600.
	Charles Fobes, Esq., *Treasurer*.	Mrs. McCollister.	
		Miss J. C. Jordan.	
Waterville Academy,		J. W. Lamb.	
		Mrs. J. W. Lamb.	
		Miss A. S. Ham.	$225 per year.
Waterville College,	Rev. James T. Champlin, D. D., *President*.	Rev. James T. Champlin, D. D.	
	Hon. Abner Coburn, *Vice President*.	Samuel K. Smith, A. M.	
	E. L. Getchell, Esq., *Treasurer*.	Charles E. Hamlen, A. M.	
	Rev. Geo. D. B. Pepper, *Secretary*.	Moses Lyford, A. M.	
		John B. Foster, A. M.	

GRADED SCHOOL HOUSE, WESTBROOK.

Erected 1863. (See Report, p. 185.)



PLAN OF PRINCIPAL FLOOR

of Westbrook School House.

A. School Room, 33 ft. by 38 ft.
B. Lobby, 14 ft. by 22 ft. 6 in.
C. Entry, 10 ft. by 14 ft.
D. Platform, 4 ft. by 31 ft.
E. Teacher. [6 ft. by 8 ft.
B. P. & G. P. Boys and Girl's Privies,
F. Stove.

SCHOOL LIBRARIES.

It is sometimes convenient for parties desiring to make up a library for the school or district, to know where they can find books well adapted to the purpose. The local dealers in our several towns and cities will be ready, of course, to aid in obtaining the desired supply. Of publishers out of the State—it is safe to say that, in Boston, Messrs. Ticknor & Field, Lee & Shepard, Walker & Wise, Gould & Lincoln, Roberts Brothers, J. E. Tilton & Co., and Crosby & Nichols,—and in New York, D. Appleton & Co., Barnes & Burr, A. D. F. Randolph, Harper Brothers, and C. Scribner, publish themselves or will furnish from other publishers an excellent assortment.

Among the recent publications of Ticknor & Fields well suited to this purpose, are Mayne Reid's very interesting stories in Natural History; such as The Bush Boys, The Plant Hunters, The Young Gagers, The Boy Hunters, The Forest Exiles, The Desert Home, and The Grand Bear Hunt. Also, Grace Greenwood's History of My Pets, Recollections of My Childhood, Faith and Patience, and Flower People. For a little older class of Readers the same House publish such books as Beecher's Lectures to Young Men; William Howitt's Adventures in Australia; Horace Mann's Thoughts for a Young Man; Soldier's Life in India; Tom Brown at Rugby; Self Help, by Smiles; My Days and Nights on the Battlefield, and many others. Walker & Wise, of Boston, publish a capital series with the general title of "Spectacles for Young Eyes,"—some of which are *Pekin*, *Moscow*, *Boston*, *St. Petersburg*; The Color Guard, a sketch of Soldier Life on the Mississippi; the Pioneer Boy, (Lincoln,) and. The Farmer Boy, (Washington.) Lee & Shepard publish the delightful series of Oliver Optic Stories, Rich and Humble, Poor and Proud, and many others. D. Appleton & Co., New York, have Mrs. Kirklands Memoirs of Washington, History of Greece, History of Rome, Household Science, Things Not Generally Known, and a great many others.

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ELEVENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools

OF THE

STATE OF MAINE.

DECEMBER, 1864.

Published agreeably to a Resolve approved March 16, 1855.

AUGUSTA:
STEVENS & SAYWARD, PRINTERS TO THE STATE.
1864.

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SUPERINTENDENT'S REPORT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS,
AUGUSTA, MAINE, DECEMBER 1, 1864.

To His Excellency the Governor, and the Honorable Council:

GENTLEMEN—

Engrossed, as you necessarily are, with the military affairs of the State, and the unusual civil duties growing out of our relations to the general government, I must suppose, nevertheless, that the executive and associated departments of the State government still cherish a lively interest in the condition of the public schools. If it were possible to suppose it otherwise, there would be still greater reason why I should endeavor to discharge the duty assigned to me by the statute, in making to you another annual report upon the educational affairs of the State.

The Superintendent of Common Schools is made, by the law creating the Normal Schools, the Superintendent of those institutions. By another law, he is required to superintend the agency for the schools in the Madawaska Territory, and has other duties toward the literary institutions of the State, besides a general supervision of the public schools. Before presenting you with the statistics especially concerning the latter, and the suggestions naturally growing out of them, allow me to call your attention to several other topics.

THE NORMAL SCHOOLS.

At the time of rendering my last annual report, your Honorable Board were considering the report of the Normal School Commissioners, who had located the Eastern School at Castine. Certain remonstrances against this location having been made by citizens in the eastern portion of the State, who were interested in the success of the school, and the council being divided in regard to the propriety of confirming the action of the Commissioners, a

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resolve was passed by the Legislature, and approved by the Governor March 22, 1864, "That the Governor and Council be instructed not to locate the Normal School in the eastern part of the State during the present year.

While this action seems to have been justified by the circumstances, and while it was a part of my own original plan, as shown in the bill first drafted, that one of these schools should be put in operation two years before the other, it is evidently the part of justice toward the citizens of the eastern section of the State, that the provisions of the act in their favor shall be complied with, whenever they shall offer suitable buildings in some eligible and accessible locality. Meantime, they should be assured that their portion of the lands set apart for the support of Normal Schools, will be reserved for their use and benefit at such time as the arrangements can be made to put the school in operation.

My last report contained a full statement of the progress of measures by which the western school was located at Farmington. I need only say here, that although somewhat eastward from the center of population of the western half of the State, the situation is in itself exceedingly well adapted to all the purposes of such an institution, by reason of its fine natural scenery, excellent social influences, and accessibility by railway; the Directors of the Androscoggin Road having pledged themselves to furnish tickets to Normal students at half fare.

As required by the statute, the Superintendent made arrangements for the organization of the school, and advertised its opening for the 24th of August.

The Trustees having determined to build with brick instead of wood, some delay was experienced in completing the structure. Finding that the building would not be ready to receive the school at the opening of the session, the Trustees procured the use of a comfortable hall, and rooms contiguous, which were occupied during the autumn. The school for the winter session has just opened in the Normal building not yet finished. I am assured by the Trustees that the work will be pushed forward to an early completion in all good faith, although the whole will cost, at the increased charges for labor and material, several thousand dollars more than their original estimates. When finished throughout, it will be a very substantial and commodious structure, worthy of the Trustees who have offered its use to the State, and of the noble enterprise which has been inaugurated within its walls.

The lower story of the main building, sixty feet by forty, is finished as one large school hall, to be supplied with the best modern school furniture, and capable of seating two hundred pupils. The room over it is to be used for lectures and other purposes, and furnished with moveable seats

The original academy building, which now takes its place in the rear, is divided into four rooms, two above and two below, for recitations and other purposes; the whole giving ample accommodations for the full number contemplated in the provisions of the act.

The Normal School building was not intended to furnish accommodations for the boarding of pupils, as some have erroneously supposed.

The Board of Instruction.

It was made the duty of the Superintendent to select teachers and lecturers for the school, and to prescribe the course of study. Mr. Ambrose P. Kelsey, formerly a Professor in the State Normal School at Albany, N. Y., and for a short time Principal of the Academy at Farmington, was employed as Principal, and Mr. George M. Gage, a native of Maine, a graduate of the Normal School at Bridgwater, Mass., and a teacher of several years' experience in both States, and Miss Annie E. Johnson of our own State, for the last two years one of the principal teachers in the Framingham Normal School, were employed as associate teachers. A course of lectures was given in the Fall session, by Walter Wells, Esq., and others by the teachers and the Superintendent.

Attendance.

The school commenced on the 24th of August with thirty students, and soon numbered fifty, reaching fifty-nine in the Autumn session. At the present writing, early in December, the school has opened its second term, with thirty-five students; a provision being made in the course of study, by which some members of the school may spend the winter in teaching. The whole number of different pupils thus far entered is seventy-five; a very encouraging attendance for so early a day in the history of the school, and while the arrangements are still incomplete. In contrast with this beginning, the first Normal School of Massachusetts, twenty-five years ago, opened with only *three* pupils.

In this number are students from thirteen of our sixteen counties; a more general representation from different parts of the State, than we had reason to expect at the outset. The names of the counties are given below, in the order of the numbers furnished by each: Franklin, Somerset, Cumberland, York, Androscoggin, Hancock, Lincoln, Aroostook, Kennebec, Penobscot, Sagadahoc, Waldo, Washington.

Age of Students, and Experience.

Students are required to be at least sixteen years old, if females, and seventeen, if males. The average age of those who have already entered is, females 18 years, males 19.8. Twenty-one have already had experience in teaching, and eighteen are thus occupied this winter. Many more applications have been made for teachers than could be supplied. It is not desirable that pupils should leave the school for the purpose of teaching, before the completion of the full course of study prescribed. And yet, those who have had experience, or who have special aptitude for the work, and who have made such attainments before entering the school, as will justify it, may be absent during the short Winter session, by a proper arrangement in regard to their studies. Two months of Summer vacation, also, will allow young ladies to engage in teaching, without any interruption of their studies. In such cases,—before the completion of their course,—it should be remembered that the Normal School is not morally responsible for their success or failure.

Conditions of Admission.

Until the eastern school shall be opened, pupils will be received from any part of the State, and until the school shall become full, none will be excluded because any town or county may have already furnished its proportion. All applicants must pledge themselves to render service to the State by signing the following obligation: "We, the undersigned, do hereby declare our intention to become teachers, and do pledge ourselves to teach in our own State for at least one year, if opportunity offers; and for two years after graduating, in case we complete the full term of study prescribed, and receive the diploma of the Institution."

Literary Qualifications.

Candidates for admission to the junior class must be prepared to sustain a creditable examination in reading, spelling, penmanship, school history of the United States, the general principles of geography, analysis and grammatical structure of ordinary prose sentences, and the Common School Arithmetic, as far as the Roots. For admission to any advanced position, applicants must sustain an examination in the studies already gone over by the class.

All candidates must produce satisfactory evidence of correct moral habits, and must cheerfully comply with the regulations established for the government of the school.

Course of Study.

The object of the Normal School is to prepare young ladies and gentlemen, so far any training can do it, for the business of teaching in the public schools. This preparation implies a familiarity with the studies pursued in those schools, tact in imparting knowledge to the young, and the skill to unfold and discipline their intellectual and moral powers. The course of study will, therefore, necessarily embrace the common branches, so called, with much time spent upon the best methods of teaching them, together with those higher branches which the more advanced classes in the public schools may require in their instruction, and which every intelligent teacher should be familiar with, whether called upon to teach them or not.

But in a two years' course, it must be evident that very extensive attainments in higher branches cannot be expected. An advanced course, to occupy one or two years additional, will be the natural sequel to the present course, whenever circumstances shall warrant it.

Convinced, then, that thoroughness in the great fundamental branches, and skill in teaching them, should be our aim in the normal course, we have endeavored to avoid announcing what might seem an *ambitious* programme. The following are the studies prescribed for the course of two years:

First year. Spelling, oral, phonetic and written. Reading, with careful training in the analysis of sounds, enunciation and expression. Arithmetic, mental and written, analytic and formulary. Geography, physical and political, with map drawing and use of the globes. History, American and foreign, so far as is consistent

with other studies. English Grammar, including the analysis and composition of the language. Natural Philosophy and Physiology. The Constitution of Maine, the School Laws, and Good Manners.

Second year. Algebra, Book-keeping, English Literature, Chemistry, Astronomy, Geometry, Rhetoric, Intellectual and Moral Philosophy, the theory and art of teaching, and the Constitution of the United States. The Latin and French languages are allowed as optional studies if students have already made the requisite previous attainments. Students in the first year, as well as those in the second, will receive constant instruction in methods of teaching and school government; and those in the second year will spend more or less time in reviewing the elementary branches of the first year, as circumstances may require.

General Exercises in gymnastics, singing, public speaking and composition, will receive their appropriate attention. The reporting and analysis of lectures delivered to the classes, and the preparation of criticisms, will occupy a portion of the student's time. A voluntary, literary association, with its usual variety of exercises,—a kind of Normal Lyceum,—is already in successful operation.

Division of the Year.

The year commences with the Autumn session,—this year, August 24, 1864,—and is divided into three terms; the first of fourteen weeks; the second of ten weeks; the third of fourteen weeks. The Spring session of 1865 will commence on Wednesday, March 1st, and close with public exercises, on Wednesday, June 6th, which is also the close of the Normal year.

The utmost punctuality in attendance is expected, from the first day of the term to the last. Such punctuality will have an important influence upon the rank of students and their ability to maintain their places in their classes. Students should arrive on Monday or Tuesday.

Text Books.

The text books in use are such as commend themselves to the Superintendent and Board of Instructors as best adapted to the purposes of instruction, some regard being had, at the same time, to those most frequently used in the public schools. Pupils may bring such as they have in their possession. Many of the class

books have been presented by the publishers. Students need be at no expense for text books in spelling, reading, geography, arithmetic, algebra, physiology, book-keeping, or theory and art of teaching. Every pupil is expected to have a good dictionary and a bible, and if possible a copy of Lippincott's Pronouncing Gazetteer.

Expenses.

No charge is made for tuition, but each member of the school pays one dollar at the commencement of each term, for incidental expenses. Board in good families varies from $3.00 to $3.50 per week, exclusive of washing. Those who wish to board themselves can procure suitable rooms, and thus reduce the expense.

Students should apply to the Principal for admission and board, some days,—or weeks, if possible,—before the term commences, in order to secure proper places; the rules of the school requiring that the arrangements for boarding, like the school-room regulations, shall be under the direction of the faculty.

Diploma.

Every pupil who shall complete the course of study with satisfaction to the faculty and examiners, and who shall exhibit skill in imparting instruction and fair promise of success in school management, will receive a Diploma, certifying his attainments, and signed by the Principal, Superintendent, and Governor of the State; and it is expected that such Diploma will be made a State certificate, exempting the holder for a term of years from the necessity of examination by town committees.

Model School.

The Normal School Act provides that the Commissioners, in selecting locations for the Normal Schools, shall take into consideration among the inducements offered, the "opportunity for model or experimental schools." It was found that the village of Farmington contained a large number of families that would need some special facilities for educating their children, when the Academy should be given up to the Normal School, and that pupils would be furnished in abundance for the model or experimental school, whenever it should be judged best to open such a department.

The expenses of this department would be paid by tuition from the pupils who receive instruction therein.

It is proposed to open in the Spring a *primary* model school, to be under the immediate care of a teacher selected with reference to her skill in school management, who will be aided in the instruction by members of the senior class in the Normal School, detailed regularly for this duty. Other students of the Normal School will have opportunities to *witness* the management in the model classes, preparatory to subsequent practice in the same.

It is intended to introduce higher classes in the model school, as soon as the necessary arrangements can be made.

Besides any facilities for learning the art of teaching, which the model school will thus furnish to the students of the Normal, the constant practice of *teaching exercises* in the Normal School itself will give them skill in imparting to others what they have themselves learned. Thus the students of the Normal School will have good opportunities of developing the teaching talent within them, if any such exists. And if they have no aptitude for the work, the want of it will as surely appear, and such candidates for this important employment will be advised to abandon the attempt, and save to themselves and the community the trouble and cost of worthless experimenting.

Some idea of the aim and operation of a model school is given in the following paragraph from the circular of the Pennsylvania Normal School, at Millersville:

> In the Model School each student-teacher is engaged from one hour to two hours daily, and he is allowed the advantage of practice in teaching pupils in the elements as well as those more advanced, and in different branches of study. The Principal of the Normal School spends a sufficient time each week in the Model School to witness the skill shown by the student-teachers in their work, and meets the whole class twice every week in a regular recitation for the purpose of reviewing that work. The Model School thus managed is a decided success, and seems almost indispensable in the proper education of teachers. Completing his course of professional training in this way, and passing the examinations before the Faculty and Board of Examiners, the student-teacher receives a diploma which enables him to teach in any part of the State without further examination. Following his profession for two years, and succeeding in giving full satisfaction to the school authorities in whose employ he teaches, he may return to the Normal School and claim a second diploma, with the accompanying degree of MASTER OF DIDACTICS.

In making his annual report to the State Board of Education last year, Richard Edwards, Esq., Principal of the Illinois Normal University, an institution of commanding excellence, says of the Model Department:

During the term twenty-eight of the Normal students have conducted classes in the Model Schools, and have had their work fully and carefully tested by constant supervision, by weekly examinations, and a final examination at the end of the term. No part of the student's course here is apparently of more service to him than this. Every young teacher must, in acquiring his experience, make many mistakes at the expense of his pupils. But in a Model School these errors are at once observed and commented upon, and are not allowed to run on, day after day, for six months or a year, until they are discovered by the teacher himself; who often, having a clear notion of what a good school should be in all its minutiæ, is slow to detect his own errors, or to distinguish them from the veriest excellences. It is hardly possible to estimate the advantages of such supervision and criticism to a young person proposing to be a teacher. At the risk of partially repeating what has been said in a former report, I will briefly sketch the method of supervision adopted with the pupil-teachers. The daily supervision consists in frequent visits to the class-exercises, by the President or some other member of the Faculty. If possible, the young practitioner is visited by more than one of the instructors—a plan which affords an opportunity of comparing notes and confirming the observations of different minds. The most perfect freedom is used in speaking to students about their defects as teachers, whether slight or serious, and a method of avoiding the error is always suggested.

We have also a weekly examination, at which some one of the classes is brought out for an exercise in the presence of the Faculty and of as many of the Normal students as choose to witness it. Usually the room is crowded with interested spectators. The recitation—an ordinary recitation or teaching exercise,—after occupying a reasonable time, say half an hour, is closed, the pupils dismissed, and the work thoroughly canvassed and criticised. First the opinions of the students are given. These are usually called for as volunteers. When this has been done, the members of the Faculty, one by one, make a thorough criticism on the exercise, and the whole closes with a general summing-up by the Principal. In these criticisms, both by the students and teachers, nothing is held back that is thought important or useful. Whatever is considered a defect, whether on the part of the teachers or pupils,—in respect to matter or manner, to the life, accuracy, thoroughness, interest, use of language, pronunciation, of teacher or pupils,—is pointed out for condemnation. Any exhibition of sleepiness, unreadiness, habitual harshness, feebleness, want of magnetic power over the pupils, is sure to be censured; also any irrelevancy or want of logical sequence and arrangement in asking questions, or in treating the subject; and finally, any violation of good taste and good manners, whether in attitude or in speech. And so earnest are all in seeking to profit from the exercise, that no one ever thinks of taking offense at the most pointed criticism, for all feel that, although "nothing is extenuated," yet neither is "aught set down in malice."

The Beginning Made.

I hope not to be charged with unwarranted enthusiasm when I express the conviction that the opening of the Western State Normal School on the 24th of August, 1864, was the dawn of a new era in the educational progress of Maine. A few weeks before that time,—in July,—the friends of education in Massachusetts celebrated at Framingham the twenty-fifth anniversary of the opening of their first Normal School. It was an occasion of great interest, and the results of a quarter century's labor in that field were

recounted with the highest satisfaction. One of those results was the establishment, in imitation of that example, of three additional Normal Schools in Massachusetts, and of others in nearly all the Northern and Western States of the Union. For half that time Maine has been struggling, more or less earnestly, but until now ineffectually, to secure the recognition by legislative authority, of the great principle that the best training of teachers requires special arrangements for that purpose, as really as the education of physicians or clergymen requires the medical or the theological school.

But the beginning made at Farmington is *only* a beginning, and requires the most cheerful encouragement on the part of the State, and a candid and properly moderated expectation on the part of the people, in order to the proper accomplishment of its designated work.

At the close of a single term, I can report only partial results. The attendance and other statistical items have been already presented. The general results of a single term's labor were to my own mind exceedingly encouraging. Where all was new and experimental, where no suitable rooms were at command, and the whole methods of reciting and management were unfamiliar to the pupils, we would naturally suppose that no large amount of finished work would be turned out at the end of a single session. But there was good work done, good methods of teaching and learning made familiar, and good results reached, beyond my own expectations in the circumstances.

The Committee of the Executive Council were with me at my closing visit, and bore unhesitating testimony to the excellent methods inaugurated, and to their general gratification with what came under their observation. The opening of the Winter session is attended with indications of still higher promise. With the commencement of the Spring session, March 1, 1865, we have encouragement to believe that a large number of young ladies and gentlemen from all parts of the State will avail themselves of the opportunities here afforded to pursue a course of special training for the teacher's work.

School Committees and others interested in securing better teachers for the public schools, will do well to encourage their young friends to connect themselves with the Normal School, for at least a season. It has not yet become necessary to insist that all who attend shall enter for the whole course, or even for a whole

year. Students may come in for a single session, and learn for themselves the advantages of the kind of instruction here received. They can then determine whether or not they will remain for a longer time.

Means of Support.

The act establishing the Normal Schools appropriated the avails of four half townships of land to their support; the friends of the measure hoping that enough would be realized from the sale, to sustain said schools during the term of five years. The lands have not yet been sold. Two half townships were advertised on the 13th day of September, and will be ready for sale, at public auction, on the 14th day of March, 1865. In the meantime the Governor and Council have made temporary arrangements for the wants of the school, which has been thus enabled to go into operation at the appointed time.

Wants.

The School has the use of a small library and apparatus belonging to the Academy, but needs a much larger supply of books, apparatus and maps, which will be received with suitable acknowledgments, from whatever sources.

Advantages of Normal Instruction.

To those who are familiar with the history, progress and utility of normal schools, it will seem an idle labor to attempt to prove the value of normal instruction.

The object of the normal or training school is to prepare teachers for their very important work; to give them the aid of skillful instructors, in acquiring a careful knowledge of the branches to be taught, and of the best methods of imparting that knowledge to others; to give them opportunities within their own classes, or in experimental schools, to practice the art under the eye of teachers, who will constantly point out their failures and suggest the means of overcoming difficulties.

In the Normal School the whole intent of the instruction is to give and receive correct ideas, fresh impulses and new enthusiasm upon all subjects of school management, including instruction and discipline. With such an aim it would be strange, indeed, if no more were gained toward the professional qualification of its stu-

dents, than in an institution whose objects are miscellaneous, and whose efforts must consequently be divided.

In immediate connection with this topic it was well said by the Committee on Education, two years ago, in submitting the Act for the establishment of Normal Schools:

"No one doubts that we need a large additional number of well educated teachers for our primary and higher schools. And some may claim that we have the means, in our academies and colleges, of supplying this demand. But while we acknowledge the very important service rendered by these institutions, and must look to them for similar service in time to come, your Committee are convinced that there is need of institutions which shall make it their grand aim to train teachers for their special vocation. Our academies and higher seminaries have their various educational work to accomplish. They are training young men for college and for the various business of life.

"The teacher, like the student in law, or medicine, or divinity, needs an especial training for his professional duties. This training it is the intention of the Normal School to impart. It aims to teach men and women the art of teaching. It seeks to make them familiar with the best methods of instruction and government; to impart a knowledge of the philosophy of dealing with youthful minds, developing and disciplining their mental and moral powers aright. This great work of the teacher, the Normal School assumes, cannot be accomplished without much painstaking and special appliances."

The Experience of other States.

It is certainly fair, in all inquiries of this kind, to ask what other States have done, and what they have gained as practical results of their doings. Normal Schools, which had existed for more than a hundred years in Europe, had their first trial in Massachusetts twenty-five years ago, the first commencing in September, 1839, and others opening in following years in rapid succession, until four are now sustained by the State, and one by the city of Boston alone.

New York opened her Normal School at Albany in 1845; Connecticut, 1848; Michigan, in 1849; Rhode Island, in 1854; New Jersey, 1855; Illinois, in 1857; Pennsylvania opened two Normal Schools in 1860–61, and another in 1863; Minnesota, one in 1860;

Rhode Island, in 1860; Iowa, a Normal department in her State University in 1860; California, in 1863, and Maine, in 1864.

New Brunswick, Nova Scotia, and the Canadas have each their training school; that at Toronto being, in its equipments and the excellence of all its arrangements, perhaps superior to the New England Schools from which it borrowed its fundamental ideas.

Why this steady progress in the Normal School system from State to State, conquering opposition, and settling itself in the convictions of the people as a wise and useful system, unless it has proved itself to be such? There have, indeed, been symptoms of re-action against the system in some of the States. Three or four years ago an effort was conceived in Massachusetts to overthrow the Normal system, with the Board of Education and other supervisory agencies; but it proved a miserable abortion, and the opposition has since neither "peeped nor muttered."

The State visitors to the several schools, in their last published report, bear unhesitating testimony to their usefulness. Of the school at Westfield, the visitors say: "Never have the value and efficiency of this school appeared to greater advantage than at this time of trial." The visitors to the Bridgewater school report that "Applications have been made for more teachers than the school could supply. This expression of public confidence is the most substantial proof that could be offered of the continued usefulness of the school." Of the school at Salem, the visitors say: "No one can doubt the great advantages of such a school to the young ladies who resort to it to prepare themselves to become efficient teachers."

The Secretary of the Board, Hon. Joseph White, bears this testimony: "Long since have they vindicated the wisdom of their founders, and earned an honorable position as a vital and beneficent force in our public school system." Again: "These schools are doing a great and good work; and with their present means of support, and limited time for the prescribed course, it is a matter of surprise that they accomplish so much."

Of the demand upon the Normal School at Westfield for teachers for the common schools, Mr. Dickinson, the Principal, remarks, with additional suggestions in point:

> The graduates of this school are meeting with gratifying success in teaching, and the public demand for them is greatly increasing.
>
> There is now a more settled conviction than ever before, that in order to obtain the highest results, the teacher must have a professional training. This is known to be

necessary for two reasons; first, that the teacher may understand the nature of his work; secondly, that he may have that love and enthusiasm in the practice of his profession, which, combined with knowledge, always ensure success. I hope that nothing will occur to prevent the attendance of students upon the instructions of the school; for never in its history has there been so much to encourage young men and young women to prepare themselves thoroughly for the practice of the great art of teaching.

The redemption of the country from the disorder in which it is now found, is to be secured by the blessing of God on the labors of the school teacher, who shall take the young mind as soon as it begins to think and act, and train it to think and act in accordance with the laws of its being, and to understand the true relations that men hold to one another and to God. This work will call to its performance the most gifted intellects, and the most devoted love of home and country, and of the human race.

The end to be accomplished will ennoble the work. The manner in which it may be accomplished by philosophical teachers will ennoble the teachers themselves.

For the world, I would not miss the privilege of holding some humble rank with those who are to teach the young of this country to be good citizens and good men. But those who would be selected for such a work must present the evidence that they are sufficient for its performance. Happy will it be for individual men and for communities, when all the teachers are thus prepared.

There are three ways in which teachers attempt to prepare themselves for the practice of their art. One consists in going about to look upon the practice of others. In this way the teacher takes on to the outside of what he already has, that which has been prepared by others, as the rocks grow by adding to themselves the foreign substances just about them. Another mode of preparation consists in the teacher's developing his own mode of teaching from within himself by hard thinking, thus following the law that regulates the growth of of all mental and moral life.

The third method combines the other two. Like the second this is a development from within. Within are found the principles upon which the science of teaching depends; and they can be found nowhere else. After the principles of teaching have been discovered and arranged into a science, then by observation we may find the best modes of applying them in our teaching.

This I think is the true mode of preparation,—to depend upon our own study and thinking for the principles of teaching, upon experience and observation for the forms. This being true, the teacher must not attempt to prepare for his work by simple observation, but by a thorough course of study in which he shall acquire a discipline of his own powers, and both a theoretical and a practical knowledge of the principles of his art.

It is the object of the Normal Schools to furnish the means of acquiring this discipline and this knowledge. That they are meeting with some success, the great demand for normal teachers clearly shows.

The following summary of results is given by the Directors of the State Normal School of Michigan for the year 1862:

The Michigan State Normal School was opened, under an Act of the Legislature, in April, 1853, and has, consequently, been in operation nearly ten years. During this period it has steadily pursued the objects for which it was established, and attained the following results:

1. It has sent out in the aggregate 110 graduates, very many of whom are now employed as teachers in our union schools, and in primary schools of the better class.

2. It has furnished, annually, during the last six years, more than one hundred teachers for the primary schools of Michigan. These teachers have been unusually suc-

cessful, and such new methods of instruction as they have introduced have been received with general favor.

3. It has aided the cause of primary education in the State, by submitting various methods of elementary instruction to the test of actual trial in the experimental department.

4. It has held, every autumn, a Teacher's Institute of four weeks, for the purpose of giving primary teachers throughout the State an opportunity to review the common branches of study, and to receive such professional drill as will prepare them for the winter schools.

Besides these regular means of accomplishing the work assigned by its founders, the Normal School has contributed, incidentally, through other channels of influence, to the greater excellence of the primary schools.

Several members of its Board of Instruction are regularly employed as lecturers in the State Teachers' Institutes, held during the Spring and Fall vacations by the Superintendent of Public Instruction.

The School itself has served, to some extent, as an agency for securing to school officers who desire it, competent teachers for vacant schools.

Finally, the graduates of this institution, now employed in many prominent schools, are imparting to future teachers the maxims and methods which they have learned here, and thus lending their aid to hasten the time when school-room management and instruction throughout the State shall be uniform, systematic and efficient.

The Superintendent of Common Schools for Connecticut, Hon. David N. Camp, collected last year from the published reports of school officers of the several towns, a great variety of testimony going to show the good results of Normal School instruction in that State. We transcribe but a few of these statements:

NORTH HAVEN. The schools in this town during the last year have made some progress, and some of the districts have had excellent schools, provided with teachers from the Normal School. There is the usual want of interest among parents, although some take considerable interest and visit the schools frequently. But the Normal School is certainly working a change in our schools by furnishing more competent teachers, and the time will soon come that our best teachers will be from those who have been through a proper course of preparatory training.

PLAINFIELD. The experience of the past year has confirmed us in the conviction of the value of our Normal School. The course of instruction pursued by those who have been for any considerable time in the Normal School has given us, almost invariably, satisfaction. We only regret that any will offer themselves as teachers in our best schools without a well digested knowledge of the science of teaching. Five of our last winter's teachers were Normal pupils, and their success was highly creditable. We have had good teachers who have not been in the Normal School, but we are confident that they would have done still better if they had received good Normal training.

WALLINGFORD. The school generally resembles the teacher. The teacher puts his own impress upon it. Hence we want teachers of pure and elevated character, and those who are faithful and energetic workers. We want those who are willing to make teaching a profession. We are more and more persuaded that the Normal School is exerting an excellent influence on the teachers of the State.

WOODBURY. The most satisfactory school of the town was taught by a young teacher who had been through a course of instruction at a Normal School; and we would remark

that our experience for years clearly evinces that our most successful teachers have been trained especially for the work they have assumed.

PUTNAM. It is difficult to find teachers adapted to this work. We need more teachers from the State Normal School, and if we had them, they might supply the deficiency referred to.

BROOKFIELD. During the past year our schools have been better taught than previously, chiefly because the teachers have been better. We have had three teachers educated at the State Normal School, and the result in the schools they have taught, shows the benefits derived from that school. In almost all things they have shown their superiority in teaching over those who have not had the opportunity of attending that institution.

EAST LYME. The genial influence of the State Normal School bids fair to prove a rich return for the expense of its support. It makes good teachers better, and those who have naturally no special aptness to teach, become, by enjoying its privileges, quite successful. By raising the standard of education expected in teachers, there is a proportionate respect secured for them from parents, which leads the children more readily to submit to the discipline of the school, and more attentively to listen to their teachings.

BETHANY. There have been four persons from Bethany attending the Normal School for one term or more, each, during the year. The raising of the standard of instruction, the adoption of some new and generally approved methods of instruction and management of the schools, more thoroughness in teaching, and the making of some branches more intelligible to the pupils, are some of the more obvious benefits, which already begin to be manifest in the schools of such of our teachers as have attended the Normal Schools.

NEW HARTFORD. We cannot but believe that on the whole a greater improvement has been effected in the methods of instruction now in use, over those which prevailed in years past. This improvement, we believe, is in a great degree owing to the peculiar advantages that many of our teachers have enjoyed in the instructions they have received at the State Normal School.

POMFRET. In order that teachers may be as well qualified as possible, they should attend the State Normal School. Other things being equal, such teachers will succeed better.

LEDYARD. Generally, there is a manifest improvement going on in the qualifications of teachers, and a corresponding improvement in schools. Teaching is now done more thoroughly than formerly, and the State Normal School has done much, both directly and indirectly, in inculcating and disseminating the best modes of teaching. The few who have received instruction at that valuable institution, exert an influence on their fellow teachers that may be compared to "a little leaven that leaveneth the whole lump." True, there are some Normal School scholars who fail to make good teachers, because they leave school too soon, or lack energy, or some other natural qualification, which is not justly chargeable to any defects in that Institution.

TRUMBULL. Several of our best schools have been taught, for the past year or two, by persons who have spent some time in the State Normal School, and to their labors we believe the improved condition of those schools may be attributed.

After ten years of trial, the following statement is made, in regard to the establishment and success of the Connecticut Normal School:

After several prolonged discussions and careful examination of similar institutions in

Massachusetts and New York, the General Assembly in 1849, passed a bill for the establishment of a State Normal School.

The school was opened on the 15th of May, 1850, with thirty pupils, since that time more than nineteen hundred persons have attended it for a longer or shorter period, and one hundred and sixty-nine have received its diploma on finishing the prescribed course of study. A very large proportion of its students, including every graduate, with the exception of four only, have been engaged in the work of teaching in this State, since they were members of the school. The demand for teachers trained in the school has been constantly and steadily increasing, and the number of its friends has correspondingly increased, and now includes nearly all active friends of popular education in the State.

The foregoing extracts are but a small portion of the testimony presented by Mr. Camp.

Ex-Governor Boutwell, in a recent annual report, as Secretary of the Board of Education of Massachusetts, collected a great mass of similar testimony from all parts of the State, showing the unmistakable regard in which teachers educated in the Normal Schools are generally held. Of course there must be exceptions to all general rules.

A statement issued by the Normal School authorities at Millersville, Pa., contains the following paragraph:

The success of the school is owing simply to the fact that such institutions are a want of the times, and the present prospect is that returning peace will bring with it such crowds of students that no accommodations can be found sufficient for them. This success is shown by the fact that since the commencement of the school in 1855, more than three thousand names appear upon its catalogues as students. A large proportion of these students become teachers and are now found in almost every county of Pennsylvania, exerting a most beneficial influence in elevating the condition of common school education throughout the State. Some, too, have gone to shed abroad their light in other States. None of the graduates of the school have long to wait for pleasant situations at good salaries. To quote the strong language of a distinguished friend of education, "The school is lifting up to a higher level the whole educational structure in Pennsylvania."

The following remarks by Hon. S. L. Rugg, late Superintendent of Public Instruction of Indiana, plead for the establishment of a Normal School in that State:

The Normal School should occupy and fill a place in our educational system which is not at present fully occupied by any of the other schools. Its special business should be to teach and give ample instruction in the philosophy and art of teaching, by the most approved and successful modes, and by practical exercises among the pupils of the school, and in a good model school or school for practice connected with it, tending throughout the whole course of instruction to an immediate and complete preparation for the business of successful teaching.

Such a school can never successfully become an appendage to a high school or college. That I understand to have been well tried in our own State University, and found to be impracticable. The result of an effort in that direction in the State of New York has

not been satisfactory. And the result of a similar effort in Kentucky and some of the other States has been the same as in Indiana.

Institutions for general learning, such as high schools, academies and colleges, do not fully fit their pupils for the business of successful teaching. It is truly said that the ordinary process of vegetation and growth cannot produce from an acorn any thing but an oak. Neither can such schools produce any thing but general and professional students, according to the character of the school.

Complaints have reached me from nearly all the counties in the State, of the want of qualified teachers. I am informed of many instances in which the school money is but little better than thrown away, because it is expended in the employment of persons as teachers, who are not qualified to impart to their schools the required educational progress. It is a remark dictated by experience that the power of school teachers is at least doubled, by giving them a suitable normal school education.

Our system of public instruction contemplates an expenditure for teaching in the common schools of the State largely over a million of dollars annually. It must readily strike every one who thinks on the subject, that the measure of utility resulting to the schools, and through them to the people of the State, from the expenditure, must be proportionate to the power of the teachers employed, to impart instruction. If the teacher's power be greatly increased by suitable normal school instruction, we may expect great and good results from the employment. If, on the contrary, a person be employed with but little fitness for such employment, we may expect the very opposite result. The true aim in the expenditure of so large an amount of money for common school instruction is to realize from the expenditure the greatest possible amount, or measure of such instruction. How is this to be done? The answer is, by the employment of competent teachers. The ready reply to this is, that there is not a supply of such teachers at command. The establishment of a good Normal School for the preparation and furnishing of such a supply, is the chief and most reliable dependence for it. The support of a good Normal School will require about $10,000 a year. Now if the State is to expend for all time to come a million of dollars annually, (more or less,) will it not be better economy to apply $10,000 of it to the support of a good Normal School, and through it to the Common schools, in the form of improved teachers, and $990,000 to them in the ordinary way, than to apply the whole million of dollars direct to the Common Schools with our present great want of qualified teachers? It is well settled in my mind that true economy in the expenditure of the school money, and a due regard for the success of our system of public instruction, require, in connection with it, the establishment, organization and support of a good Normal School.

If we expect to make progress in the business of public instruction which shall be commensurate with our outlay of money for that purpose, and with the progress which is making in that business in sister States, we must put in requisition and use all the educational agencies which will return to us the worth of our money in education, and save our cheek from blushes when comparing notes with sister States.

Much may be said indicative of the necessity and utility of such schools in connection with, and auxiliary to our school system, as at present organized. The States which are in advance of Indiana in educational matters, for such advanced position owe much to their Normal Schools, and other public, but minor agencies for the improvement of their teachers. Such States have realized the necessity and utility of such schools, and have them in successfnl operation; and shall Indiana, with such light before her, grope far in their rear?

A recent writer in a Rhode Island publication says in regard to Normal Schools:

Any amount of mere money appropriated for the support of public schools will accomplish but little in securing this result, unless the State at the same time adopts some means for supplying *competent teachers*. Every intelligent observer of the workings of our common school system will testify that no inconsiderable portion of the "school money" is lost, for good, through the incompetency of many of those who are employed to teach. The result of experience, and the *emphatic testimony* of every one of our educational men, show that the most direct and *economical* agencies, for securing a supply of competent teachers, are NORMAL SCHOOLS. So abundant and conclusive is this testimony, that it is not easy to see how it can for one moment be questioned; much less how it can be *wisely* or honestly set aside. "Normal Schools are pre-eminently the schools of the people. To maintain a Normal School at the expense of the State, is to use a portion of the public funds for the direct benefit of every citizen. The teachers whom it educates are to go forth into the remotest and most secluded school districts. Every poor man who has a child to educate is, by the influence of such a school, to see that child raised more nearly to an equality, in culture and intelligence, with that of his wealthy neighbor. Its most ususual effect is, by improving the qualifications of *public school teachers*, to make these schools as good as the best." This has been the invariable result everywhere where these schools have been established, and supported with a sympathy and liberality at all commensurate with their importance. This is true in all the States which have fostered them. They are found an *indispensable* part of the common school system.

In a recent report to the General Assembly of Rhode Island, the gentlemen entrusted with the oversight of the State Normal School thus testify to its usefulness:

By its instrumentality, a silent but perceptible and efficient change is passing over the schools of the State. It is a central radiating point, from which are continually flowing out an influence and a power, that give character and vitality to every department of our public school system. It is indispensable to its *unity* and *completeness*. The various grades of Primary, Intermediate, Grammar, High and Normal Schools, are but parts of one whole, and all of them necessary means to one and the same end: the *most complete education of the whole people*.

Our old systems of education were sadly detached and fragmentary. They lacked coherence and completeness, and there was nothing like harmony and co-operation among the different parts. Reflecting educational minds long ago saw this, and for the last quarter of a century it has been their desire and their labor, especially in this country, to arrange, classify and harmonize these elements. The result has been the establishment of Graded and Normal Schools. * * * * * *

Special preparation is a prerequisite to successful teaching. Every one at all familiar with our common schools knows that reformation and advancement are exceedingly needed, and that this can only be accomplished by better teachers. It is a prevalent fallacy that district school teachers need no *special* preparation for this work. Without this normal training nearly every teacher entering for the first time upon his work, finds himself awkwardly deficient in the very first steps of elementary instruction and government. He is wanting in that highest of arts, the art of simplifying difficult things so that the young mind may comprehend them. Few, very few, apprehend the difficulties of successful teaching, such teaching as shall make our common schools the best schools in the community. "To know how to enter the child's soul, and when there to know what to do, is knowledge possessed by but few, and if there be a province in which specific preparation be necessary, it is this;" and this very preparation is what Normal

Schools promise to confer. They aim at the best interests of the community, and cannot but find favor with every one who examines and comprehends them. Their history, everywhere, is an exemplification of the wisdom and forecast of those who projected them. They have accomplished what was anticipated by them, and the longer they have been established in any community, the higher have they risen in the estimation of those whose interests are enlisted in favor of the best schools. The objections which were at first raised against them, are found to have no foundation in fact. Their proper design is to elevate the character of the teacher, and so raise the standard of elementary instruction.

The almost uniform testimony is in favor of the marked superiority of teachers from the Normal Schools. The sentiments of the people in the localities where they have taught, ranges from the simple expression of "favorable" to the strongest and most enthusiastic terms of satisfaction. It is not pretended that Normal graduates never make failures. Some of those who have left Cambridge, Andover, West Point and Annapolis, have failed. Yet nobody doubts but the majority of those who have attended these institutions have become better lawyers, divines, soldiers and sailors, than they would have been without the advantages offered there.

At first, Normal Schools were an experiment, and their definite object was, with very many well educated minds, a matter of ludicrous conjecture. Their history is a triumph, their indispensable necessity is a fixed fact. "Their usefulness is no longer questioned; ample provisions are made for their support, and they have come to be regarded as an essential part of the improved system of public instruction,"—that part upon which the success of the whole depends. Of our own school, it may be said that it has done and is doing its proper work, to wit; the professional training of teachers. It is doing it well; and each year adds to the conviction of your Board, that its establishment was the result of a true foresight and a wise economy.

In saying thus much, your Board are satisfied to know that they are only endorsing the sentiments and experience of the leading educational minds in the New England and Northern States; and we apprehend that Massachusetts has no brighter day in her bright history, than the one in which she made her first appropriation for her Normal Schools.

Another writer, who does not give his name, has recently said, in collecting testimony in favor of Normal Schools:

The *emphatic* testimony of every educator, both in this country and abroad, is uniformly in favor of Normal Schools, as an indispensable necessity to the increased and permanent efficiency of our system of education. This testimony is so voluminous as to render a summary of it, in a newspaper article, a matter of impossibility. I propose to quote only a word or two from witnesses whose weight of opinion nobody will presume to question. And first, as an illustration, Horace Mann says: "I have heard that distinguished surgeon, Dr. J. C. Warren of Boston, relate the following anecdote which happened to him in London. Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. 'Sir,' said the oculist, '*I spoiled a hatful of eyes to learn it.*' Thus it is with incompetent teachers—they may spoil schoolroomfuls of children to learn how to teach—and perhaps not always learn even then. * * * We need young men and women thoroughly *prepared* to teach, and this thorough course of preparation can only be obtained at *Normal* Schools. For the last fifty years Academies and High Schools have failed to supply such teachers as we need."

M. Guizot, one of the ablest Ministers of Public Instruction which France ever had, after referring to the means of securing an efficient system of popular instruction, says:

"All the provisions hitherto described *would be of no effect* if we took no pains to secure for the public school an able master"—and after enumerating the qualifications of such teachers, he adds, "To *rear* up masters approaching such a model, is a difficult task, and yet, *we must succeed in it, or we have done nothing for elementary education.*"

Victor Cousin, another distinguished Minister of Public Instruction in France, says:

The best plans of instruction cannot be executed except by the instrumentality of good teachers, *and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared.* I attach the greatest importance to Normal Schools, and *I consider that all future success in the education of the people depends upon them.*

Prof. A. D. Bache, in an able report, which he made to the Girard College, says:

"Whenever education is to be rapidly advanced, *seminaries for teachers* offer the means for securing this result." Those who resort to these "become teachers of schools which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired, in the course of two or three years spent at the seminary, an experience equivalent to many years of unguided efforts. * * * These seminaries produce an *esprit de corps* among teachers which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate to improve constantly upon the attainments with which they have commenced its exercise."

Hon. David Blakely, Secretary of State of Minnesota and Superintendent of Public Instruction, in his report says:

The most powerful and profitable agent in the elevation of the character of teachers, is that of the Normal School. To question the propriety and *necessity of training teachers* in the best and most improved methods of imparting instruction and in governing schools, is to challenge the wisdom of educating students for the practice of law or medicine, apprentices in the use of the tools of a trade, &c. A single word comprehends the whole case; we cannot have good teachers unless they are educated to the work, and they can only be educated by means of *efficient Normal Training Schools.*

Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, says:

Wherever Normal Schools have been established it has been found that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. This is so in the United States and France; it is most painfully and pressingly so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the Normal Schools as teachers, that in many instances they found it impossible to retain them in the Normal School during the prescribed course, even when it was limited to a year.

Testimony like this, and if possible, even stronger, has gone out from our Emersons, and Pages, and Pierces, and Boutwells, and Waylands, and Searses, and Barnards, and Hopkinses, and Colburns, until the sound thereof has become like the voice of many waters. There is no resisting it—it cannot be ordered back into silence. Such a conclusion of the experience of those best qualified to make the observation, and who have watched with most solicitude the progress and working of Normal Schools, would seem to preclude the necessity of defending them.

Horace Mann, whose opinion will pass for highest authority in matters of education, remarks:

Normal Schools are supposed by some to stand in antagonistic relation to Academies and select schools, and some teachers of Academies and select schools opposed them. They declare that they can make as good teachers as Normal Schools can. But Academies and select schools have existed in this State (Massachusetts) in great numbers for more than half a century. A generation of school teachers does not last, at the extent, more than three or four years, so that a dozen generations of teachers have passed through our public schools within the last fifty years. Now, if the Academies and High Schools can supply an adequate number of school teachers, why have they not done it? We have waited half a century for them—let them not complain because we are not willing to wait half a century more. Academies are good in their place. Colleges are good in their place. Both have done invaluable service to the cause of education, but they have not provided a sufficiency of competent teachers; and if they perform their appropriate duties hereafter, they cannot supply them; and I cannot forbear to express my conviction that if the work is to be left in their hands, *we can never have a supply of competent teachers* for our common schools without a perpetual Pentecost of miraculous endowments. Normal Schools are a new instrumentality in the advancement of the race. Coiled up in these institutions, as in a spring, there is a vigor whose uncoiling may wheel the spheres. The truth is, though it may seem a paradox to say so, Normal Schools have come to prepare a way to themselves, and to show, by *practical demonstration*, what they were able to accomplish. Like christianity itself, had they waited till the world at large called for them, they would never have come.

Prof. Stowe, in his Report on Elementary Instruction, to the Legislature of Ohio, thus facetiously replies to the objection that "we have had good teachers without Normal Schools, and may have good teachers still." and says:

This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horse shoes were entirely unnecessary. "We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse shoes; and did they not have the best horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?" So when chimneys and windows were first introduced, the objection would still hold. "We have had very comfortable houses without these expensive additions. Our fathers never had them—why should we?"

And at this day, if we were to attempt, in certain parts of the Scottish Islands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. "We have had very good men without pantaloons, and no doubt we shall continue to have them." I know that we have good teachers already, and I honor the

men who have made themselves good teachers, with so little encouragement and so little opportunity for study. But I also know that such teachers are few, almost none, in comparison with the public wants, and that a supply never can be expected without the increased facilities which a good Normal School (?) would furnish.

Hon. Lyman C. Draper, Superintendent of Public Instruction, of the State of Wisconsin, speaking of the proposition to establish Normal or Teachers' Departments in that State in connection with Academies and Seminaries, and, referring to those of New York, says:

There are those who regard this plan as little better than the utter waste of the fund devoted by the State to that purpose. Even the regents of that State, I learn, are satisfied that the $18,000, thus annually appropriated, is almost an entire waste, so far as *specially educating teachers* is concerned.

But we also have testimony nearer home. Hon. Henry Barnard, whose opinion and experience we shall not undervalue, thus writes:

No department in another institution has ever succeeded in inspiring the same professional spirit—in imparting the same amount of professional knowledge, as a well equipped Normal School. I have been familiar for twenty years with the Teachers' Department in the New York Academies, and within the last five years have talked with the Secretary of the Board of Regents having supervision of the departments and institutions, with the Principals of these academies, with the principal educators of the State, graduates both of the Teachers' Departments and of the Normal School, and I have *never heard one man* place the advantages of the department on an equality with those of the State Normal School at Albany.

The Rev. B. G. Northrop, Agent of the Massachusetts Board of Education, says:

In traveling some 12,000 miles a year, and visiting all parts of Massachusetts, I see abundant evidence that Normal Schools are advancing in public confidence, as time more fully develops their results. The people of this State regard the Normal School as indispensible to a complete system of public instruction. The science and art of teaching cannot be properly taught in an ordinary Academy. It is a great and difficult science that needs a special school as much as that of Medicine or Law.

Testimonials of a similar character and to any extent might be adduced from those who have been familar with the operation of Normal Schools in other States. Less than these ought to suffice.

The Saving of Expense and of Teachers.

It is no small argument in favor of sustaining first class Normal Schools in Maine, that young gentlemen and ladies will be saved the expense of going abroad to obtain a normal education. For several years past we have had annually, twenty or thirty students in the Normal Schools of Massachusetts alone. I found last year,

on a visit to the Normal School at Bridgewater, ten students from Maine, out of about a hundred in the whole attendance. And the Principal, while congratulating us upon the prospect of establishing similar schools in Maine, expressed his personal regret that they would lose some of the very best material of their school, in the loss of Maine pupils.

But the saving of the increased cost of going abroad for this training, and the expenditure of this money within our own State, are only minor considerations. It is a much more serious fact that these students, when once trained in Massachusetts schools, are naturally drawn into the public schools of that State, as teachers. The way is so readily opened to them from the Normal Schools, and an acquaintance with their associates in school makes it so agreeable to continue within the circle, that it is not easy to bring them back again to labor in our own schools. Thus we lose from the State much of our best trained and most valuable teaching ability.—We all know, very surely, that this is a loss which we cannot afford.

The last annual report of Hon. J. M. Gregory, Superintendent of Public Instruction for Michigan, contains the following pertinent suggestions, touching the education of teachers:

"In a long continued observation of school affairs, nothing has impressed me more unfavorably than the readiness of the people to employ, as the teachers of their children, persons wholly without special training as educators, and often without any experience in teaching. In every other human employment, men inquire closely after the qualifications of those whom they seek to employ, and often refuse to accept the services of those who have not proved in practice their ability in their calling. The shoemaker, the blacksmith and the tailor, must have served a long apprenticeship, and acquired skill by practice. The physician and lawyer must have thoroughly studied the books of their profession, and even the ditch-digger must learn his trade; but the teacher of our children needs only to secure the certificate of a too easy Board of Inspectors that he understands a few common branches of learning, in order to have surrendered up to him, without further question, the training of minds filled with quick and mysterious powers and impulses, and the instruction in sciences and arts involving a thousand subtle laws and logical relations.

Something of this common indifference to the qualifications of

the instructors of youth, is owing to the fact that the law has intrusted the duty of judging of these qualifications to certain public officers, the School Inspectors; and something, doubtless to the lurking belief that a certain natural tact for teaching has more to do with a teacher's success in his work, than any preparation he can make. To the latter argument we reply that natural aptitudes aid much, without doubt, in giving brilliant success in any calling; but natural aptitude can never enable a person to teach that which he does not understand, or to properly educate faculties of which he does not know even the names. Uneducated teachers may sometimes attain a sort of success that wins the approval of unintelligent parents and school boards; but this by no means implies that they are good and useful instructors. It is not difficult to sell poor wares to those who do not know the poor from the good; but worthless teaching remains worthless, however it be applauded.

Nothing is more certain, both from reason and observation, than that the teacher needs to be specially educated for his work. The mysterious and wonderful character of the materials on which he works—living souls, impressible as clay, and more enduring than rocks—and the not less wonderful character of the instruments he wields—science, far-reaching and potential—all this demands, not ignorant and half-grown youth, but trained and skilled manhood.

If the veil could be withdrawn, and the revealing light be let in upon the work of our schools, a most shameful amount of failures would be seen. Thousands of pupils annually leave these schools with crude, inaccurate notions of the branches they have studied, uncontrolled by any deep-seated, well-defined sentiments of justice or benevolence, and almost totally untrained in the power of clear, logical and successful thinking. Even the best scholars, in reviewing their school days, often regret the great loss of time they incurred, through the lack of right direction and sound instruction, and assert that their scholarship is more the result of private efforts made out of school, than of the instruction in class-rooms.

Every teacher of large experience knows how poor and unfruitful were his earlier efforts at teaching, and how much more wisely and certainly he can now apply his labors; and every such teacher is ready to confess that the problems of education grow continually in grandeur and importance in his estimation. The results reached

by the best teachers excel so greatly, in richness and amount, those of ordinary teaching, that no room is left for doubt on this subject."

Conclusion.

We look, then, with confidence to the friends of education occupying influential positions in our own State, especially to your honorable Board, and to the Legislature, to extend the encouraging word and the fostering care which our own Normal Schools will require in the outset.

As was said in our report of last year, any efforts which academic institutions may be prompted to make, to furnish to their pupils facilities for instruction, like those enjoyed in the Normal Schools, will be one of the happy results expected to spring from the opening of these schools. It is to this incidental influence that much of their value will be due. Only let such normal departments in miscellaneous schools assume no character which the facts will not justify.

Between all our educational institutions there should be only the honest and generous rivalry which springs from a desire to excel each other in promoting the interests of education. Thus while the classical academy, the agricultural school, and the commercial college, have their special and appropriate fields of education, let the Normal School, also, be admitted to the brotherhood of educational establishments, on terms of honorable equality and cordial good neighborhood. Each will doubtless command the patronage which it deserves, and there is room and work for them all.

While the Provinces on our border, imitating the example of New England states, have hastened to establish such schools for the professional training of their teachers, and while the young States of Minnesota and California have already added the Normal School to their system of public instruction, as a fundamental necessity, I trust that Maine, bearing upon her coat of arms the proud word, *Dirigo*, will not fail to press promptly forward in the race of improvement so auspiciously begun.

The Madawaska Townships.

The townships grouped under this general designation, are Hamlin, Van Buren, Grande Isle, Madawaska, Dionne, Daigle, Fort Kent, St. John, and St. Francis, lying upon the south bank of the St. John River, in the order named, and extending from the northeast angle of the State to the point where the St. Francis empties into the St. John, a distance of about seventy-five miles; and a tier of townships, seven in number, extending from the eastern line of the State, immediately south of the first named townships, and bearing the designations L. 2; XVII. 3; XVII. 4; XVII. 5; XVII. 6, and Wallagrass, fifteen in all. Eagle Lake Plantation, directly south of Wallagrass, is also settled principally by the French population, and should be included with the Madawaska townships proper, as requiring the benefit of the special act for the education of the French population. I must refer to my report of last year, which includes also that of Mr. Page, the agent appointed in accordance with a provision of the statute, for particulars of the working of the system during the first season of its operation.

That gentleman was reappointed to the office last spring, and put his schools in operation as the year before; but met with a serious hinderance to their progress, on ascertaining in August, that the school moneys apportioned to those townships from the avails of the bank tax and permanent school fund, were withheld by the Treasurer, on account of delay in the payment of State taxes assessed upon said plantations.

The withholding of this money by the State Treasurer, was authorized by an act passed at the last session, amending the original act of the year before, known as "*An act to secure the proper expenditure of school moneys in the Madawaska townships,*" by striking out the words "irrespective of the payment of any State tax," from the first clause of Section 7, which reads, "The agent shall draw from the State treasury, *irrespective of the payment of any State tax,* the amount of money due the several townships for school purposes," &c.

This amendment, which had been introduced through the Finance Committee, and without reference to the Committee on Education, who were especially interested in all amendments affecting the school laws, was quietly passed near the close of the session with-

out the knowledge of that Committee, or of the Superintendent of Schools, or of the Madawaska Agent.

In consequence of not being informed of this change in the law until he applied in August for the means of paying his teachers, Mr. Page was left in a very unhappy predicament, with a score or more of unfinished schools upon his hands,—which he was compelled to suspend,—dismissing the teachers without paying them for their services. I give below a portion of his report :

To Edward P. Weston, Esq., Superintendent of Schools :

I have established during the last summer, within my prescribed limits, twenty-four schools, all of which were under the instruction of females, nineteen of whom are French and natives of Madawaska; and the other five were under the instruction of English teachers. Seven hundred and twenty-five pupils have attended these schools, averaging five hundred and twenty-five. Three hundred and twenty-five have attended to English studies. Six hundred and fifty-five of the children are French; the remainder (seventy) are children who speak the English language.

I do not deem it necessary in this place to give a detailed account of the merits or demerits of each of these schools. Suffice it to say, the schools under my charge have made good improvement, under many disadvantageous circumstances. The discipline of these schools has been *remarkably* good; the pupils respectful, mannerly, and studious. It is necessary that teachers in this "settlement," to be successful, should be acquainted with both the French and English languages; and as the teachers alluded to have to be found mainly among the French settlers, with the limited opportunities they have had to be thus qualified, it must be expected that *some* of my schools at least have had inefficient instructors.

The unexpected withholding of the children's school money, until the taxes were paid in these plantations, has had a damaging effect upon the schools. I was not apprised of the fact until I was informed some time in August last, by the Secretary of State. Had I known in season that the school law had been amended, I should not have employed a single teacher. Fort Kent is the only plantation that has responded to the call for taxes, and it has been cheerfully paid, without a single distress case. The other townships are as able to pay their taxes, and should be compelled to do so by the County Commissioners by legal process.

The schools have averaged about twelve weeks each. I have used the school money only to pay the teachers. The school districts have boarded the teachers respectively.

Whole amount of teachers' wages, ...	$843 19
Balance of the fund of 1863 applied to 1864, ...	$180 00
Fort Kent's proportion received, ...	85 67
Received from Treasurer of State interest on surplus revenue, . .	300 00
	$565 67
Deduct my account of sundries paid out, ...	55 00
Paid to teachers the present year, ...	$510 67
Due teachers from money now in State treasury, ...	332 52
	$843 19

There will be a balance in the State treasury of $89.83.

Whole amount of the school fund for this territory, ...	$508 35
Deduct Fort Kent's share received, ...	85 67
Balance now in State treasury, withheld for taxes, ...	$422 68

I have paid out for books $25, and distributed them among the several schools; these, together with those distributed last year, have answered tolerably well for English books in the several schools.

The present plan adopted to educate these children in the English language, has proved successful thus far; and should the State continue its fostering hand, they will accomplish the desired object; and give to the rising generation in this settlement the means of a good English education.

Very respectfully, D. PAGE.

Fort Kent, December, 1864.

In these circumstances, I must ask of the Legislature a repeal of the amendment referred to, and an order for the payment of school moneys now in the treasury, justly apportioned to these townships.

The very plausible objection will doubtless be raised, that the inhabitants of these plantations, who have the average means of agricultural districts, should pay their State taxes, as inhabitants of other towns and plantations are obliged to do, before receiving their school money. I admit that there is no good reason why they should not pay their taxes for the support of the State government, and that the treasurer, or other proper officer, should see that the collection is enforced by the legal and proper methods. This would supersede the necessity of withholding the small amount of school money due to the several townships, and save the interruption of the agent's school operations.

If, by this method of procedure, the school money were sometimes paid out a year or two before the collection of the taxes, it would be a very small consideration to the treasury, compared with the inconvenience of interrupting the schools by withholding the school bounties.

So much departure from the usual method of dealing with the towns is warranted, I think, by the peculiar nature of the circumstances.

The great fundamental principle underlying the whole system of free schools, is the State's obligation *to itself* to preserve the intelligence and morals of its citizens for its own safety as a State. Hence its right to tax the property of citizens for the support of schools to educate all its children. Such is the general intelligence and interest of citizens in most of our towns, that the State can safely entrust to them, in a large measure, the management of their own school affairs. Even in these, however, it compels by law the raising of certain sums of money, establishes laws for its

expenditure, exercises certain general supervision, and bestows upon them certain bounties. But it has been proved very clearly that the inhabitants of these plantations, without a knowledge of our language, laws and institutions, themselves almost wholly uneducated even in the French language, and until recently quite secluded from intercourse with our English-speaking population, have been incompetent to manage for themselves this New England institution of common schools. Nor is it to be wondered at, when we see how poorly many of our own towns, always familiar with the system, succeed in conducting their school affairs.

Hence the origin of the act passed two years ago, to render them the State's assistance, not by appropriating to them any additional funds from the treasury, but by simply superintending the management of funds, formerly distributed among them with great carelessness and expended without profitable results.

The State has made in their favor a special arrangement, such as their necessities require. I do not claim that this is a benevolent or humanitarian arrangement, although there are some aspects of the case which would suggest the comparison of this enterprise with others which interest us from considerations of humanity. I intend no offensive comparison, when I ask why we feel called upon to provide for the education of the Indians lingering within our borders; which we do without any consideration of taxes in return. The French settlers, like the Indians, speak a foreign language, and have their peculiar habits of living and modes of thought, very little in sympathy with the ordinary habits of American life. We seek to give to both, alike, the means of obtaining a knowledge of our language, and through it, of our laws and institutions. It is for our own interest as a State, to have them thus instructed. It is a duty to ourselves to assimulate their domestic life and institutions as much as possible to our own; leaving out of the account all considerations of benevolence or philanthropy. It is a false position, however plausible it may seem, that if the people of this territory do not care enough about the education of their children to first pay their taxes, the children should go without education. And even if it were *just*, it would not be *wise* for the State to suffer it. We should remember that we have placed the ballot in their hands; and while we allow them to vote with us for all officers of county, State and nation, it is neither safe nor wise to allow them to remain without the elements

of an English education. And it seems to me eminently unworthy of our position as the natural guardians of this peculiar people, to stand chaffering with them about a little delay in the payment of taxes which they will surely pay by and by, when properly directed —while we, in the meantime, break down the very system which we have established for their education, and tie the hands of the agent appointed to conduct their school affairs. I earnestly desire that the two things may stand disconnected, as they were purposely left in the act, as originally passed.

The French population does not become extended rapidly beyond the limits of the rich valley which they have occupied for more than eighty years, on both sides of the St. John. Those on the north side belong to the province of New Brunswick; but while separated by the river and belonging to different governments, they are one people in all their habits, social intercourse, religion and language. It is certainly for the interest of Maine, in every aspect of the case, to prove to them that our schools and other institutions are as valuable to them, as are those of New Brunswick to their brethren across the river.

The following table will enable those interested in these settlements to answer some important inquiries:

MADAWASKA TOWNSHIPS, AROOSTOOK COUNTY.

Names.	Population in 1860.	Valuation in 1860.	Taxable polls in 1863.	State tax in 1864.	Scholars returned in 1864.	Appropriated from school funds, 1864.	Language spoken.
Hamlin,	507	12,881	76	103 80	233	49 05	French.
Van Buren,	616	29,401	90	236 11	305	64 20	French and English.
Grande Isle,	545	44,405	90	356 14	241	51 30	French.
Madawaska,	585	41,596	118	333 19	277	58 80	French.
Dion,	1032	62,518	191	542 05	651	137 05	French.
Daigle,	300	16,917	46	135 80	†72	15 15	French.
Fort Kent,	670	28,183	116	226 02	407	85 57	French and English.
St John,	99	*6,507	–	44 78	57	12 00	French.
St. Francis,	241	–	–	–	97	20 42	French and English.
Wallagrass,	242	3,800	–	30 40	†72	15 15	French and English.
Eagle Lake,	105	3,300	–	–	52	10 95	French and English.
L, in 2d Range,	218	1,000	–	8 00	125	26 32	English.
	5169	249,698		2017 65	2532	646 62	

*The valuation given for this and the following plantations, is only that of the wild lands, the tax on which, is paid by non-resident proprietors. The inhabitants numbering less than 250, the polls are not reckoned nor the estates valued, as they pay no State tax. ——— XVII in Ranges 3, 4, 5 and 6 not settled, and omitted in this table.

†Ten per cent. less than the number last returned; no return having been made in 1864.

State and County Supervision.

In several former reports I have urged the necessity of a better system of school supervision through all the grades of superintendence, from the school district upward through town, county and State. And had I ten reports more to write, instead of closing my labors of this character with this report, I would not cease to urge the necessity of reform in this matter. I am fully persuaded that our schools can never reach the position which they ought to attain, until our system of supervision is revised and improved. In the language of military affairs, we have an abundance of men and materials, but no sufficient authority is invested in any officer or set of officers, to direct their movements with energy in the grand march of educational improvement. The art of education, like the art military, is progressive. We need changes in our school laws to give new energy and efficiency to the supervisory power, both in town and state. I am aware that most persons are opposed to change. But let us not cling to the old, simply because of its antiquity. If a system, or any part of it, proves poorly adapted to accomplish the end in view, let it give way to a better, if a better can be found. In the history of our present war we have had several reörganizations of the national armies, demanded by some ill-working of those previously existing. Others will be made, if the present fails to reach the object sought to be attained.

That our school organization, as it now stands, is destitute of the necessary provision for efficient superintendence, is obvious on the slightest examination. There is little efficiency or uniformity. The management of schools in every town, nay, in every district even, is unlike that of any other. Every squad of our school militia is practically independent of every other, and of all superiors. Each school is managed very much according to the particular ideas of its individual teacher. There is little comparison of systems and methods, among teachers, and little responsibility to the Superintending Committee. In classification, instruction and discipline, there is no uniform principle or practice. There is no standard system of tactics. Each company trains by itself, according to the notions, better or worse, of its own captain or "orderly." Want of competency, skill or authority, prevents the committee from exercising proper control. In fact there is often a clashing of authority between committees, agents and teachers.

Want of interest in labor which is a poorly paid and often ungracious task, often renders the services of committees of little practical value. Sometimes they are destitute of the most ordinary qualifications for their position. With due respect for a large portion of the committees whom I have met, or whose reports have come to my office, I am compelled to say that some towns do themselves great discredit by the selection of men to this office, who in the *exact* orthography of one of them in his report, in characterizing irregular scholars, are a "*ded wait*" upon the schools!

Again, the committee, although made by law responsible to the town for a proper report of their official proceedings, often fail to make one, and oftener fail to send a copy of it, as the law requires, to the State Superintendent. For this neglect there is no penalty. The Superintendent has no authority to enforce in any way whatever this reasonable provision of the law. All his powers are advisory, and all the superintendence he can exercise is of the nature of inspection and report. He may make "suggestions," but has no right to *direct* any course of instruction or management. From the nature of the case, he cannot come in personal contact with all the teachers and schools. His field is so large, and other prescribed duties so numerous, that the pleasure of examination and supervision of individual schools is in a great measure denied him. I submit, then, that our necessities require a modification of our system, so as to secure an arrangement something like the following: The Superintendent of Public Instruction should have under his general supervision, subject to wise regulations, all the affairs of public education for the State. His office at the capitol, furnished with all the appliances necessary to the proper discharge of his duties, should be the center of all the educational operations of the State. Under his direction and reporting to him, there should be in each county or congressional district, a special commissioner of public schools, whose duty it should be to visit each town in his circuit, and every school, if possible, hold meetings with the people for the free discussion of all school matters, conduct institutes of instruction for teachers, and by friendly counsel seek to remove any difficulties arising between parents and teachers—with authority to settle certain matters which might be referred to him; in a word, to do for each county or district what the State Superintendent cannot possibly do for all. These district commissioners might receive the reports of the several town committees,

compare, condense and arrange according to some system issued from the State department of education, and forward them to headquarters for further use. He should also be invested with authority to issue to teachers, on thorough examination, certificates of different grades, good within the county, for a term of years.

School Committees, acting in some sort under the county or district commissioner, should have the entire control of school affairs in their respective towns, performing all the duties now required of agents, committees and selectmen together; thus avoiding the conflict of jurisdiction, so often arising, and securing something like uniformity in school arrangements throughout the county and State.

Teachers under the control of a single authority, and required to report directly to the committee employing and paying them, with forfeiture of pay as a penalty of failure to comply with all the provisions of the law, would be more careful in the discharge of every duty, whether of discipline or instruction.

Every person concerned, pupils, teachers, parents and officers of every grade, would feel the impulse given to their work, by putting each into systematic relations to every other party. With a wise administration of the whole system by competent persons, such as would be sought out for the purpose, our school army, now sadly "demoralized" by want of efficient and systematic discipline, would fall into the line, and commence a more earnest and cheerful "forward march."

The want of means to render the State Supervision more thoroughly efficient, I have felt in the two or three years past more sensibly than any other party. Now that I have tendered my resignation, I shall be allowed to express my convictions on this subject with entire freedom, and to urge in behalf of my successor a more efficient plan of operations. Near the close of my predecessor's term of office the system of county institutes had fallen into some disfavor, and before I entered upon my duties they were abolished, on the charge that they accomplished but little toward the thorough education of teachers. Whatever faults there may have been in the management of these institutes, and however true it may be that they did not—as they certainly *could* not—furnish a complete professional training, it is nevertheless true that they were powerful agencies in the stimulation of teachers to new zeal in their work; and they *did* accomplish very much of

good to teachers, school officers and the whole community. They should have been perfected wherever they were deficient, and continued in operation.

Instead of them were established and continued for a year and a half, the system of county normal classes. Feebly endowed with *two hundred dollars per annum* to aid some academy or seminary in sustaining a normal teacher, they accomplished—*something*; how much it is difficult to estimate. They were created against my judgment, and were abolished on my recommendation, with a view to the establishment of two State Normal Schools, one of which has now gone into operation. These schools will doubtless prove of great value in the work for which they were intended. But they do not afford the opportunities which the County Institutes furnished of reaching the teachers and school officers assembled from the different towns. In the abolition of the institutes, the Superintendent also lost the important assistance of an able corps of teachers and lecturers, who had aided his predecessors in producing an impression upon the public mind, wherever brought within their influence.

The absence of these county institutes, supported by the State, has been supplied in part by voluntary conventions in several counties, and by a State Teachers' Association, whose annual gatherings have been of no inconsiderable interest and profit to those in attendance.

But none of these voluntary organizations, however valuable, nor even the old system of institutes, answered the purpose of supervisory agencies. They *were*, to a certain extent, the medium of communication between the State Superintendent and the school community, but were not properly supervisory.

In such a reorganization as I have already indicated, the two objects can be easily combined. A system of county or district superintendents may be established, in which these officers shall be invested with authority as supervisors or visitors; and at the same time shall call and conduct county institutes or conventions, and smaller gatherings of the people in the several towns, for instruction and consultation with all interested parties.

Let me call your attention to the systems in operation in some other States.

Systems adopted in other States.

As we have seen already, there is imperative need of some system of agencies, intermediate between the State Superintendent and the town officers. Let us see what methods have been adopted in other States to supply this necessity.

In the State of New York, the general school officer is styled The Superintendent of Public Instruction, with his headquarters at the *Department of Public Instruction, Albany.* Acting under his direction, and reporting to him, each assembly district has a Commissioner, and each principal city has a Superintendent of Schools.

The State Superintendent apportions to each county and city its share of the school moneys, and gives due notice thereof to the city and county officers, who in turn apportion the same to the school districts under their supervision. The County Commissioners take the place of the former Town Committees, in the supervision of schools, and the examination of teachers. The County Commissioners hold at least one Teachers' Institute, in their several counties, which all who design to teach are expected to attend. At these institutes the Commissioners have opportunity to become acquainted with teachers and their qualifications, and upon the knowledge thus obtained, issue to those who are "fitted by learning and ability, certificates for one or three years, or for specified schools, according to their qualifications." The Commissioner is also required to make appointments in the several towns within his jurisdiction, where he can examine those teachers who may not have been able to attend the County Institute. This mode of obtaining certificates has been complained of, on the ground that county officers are too strict in their examinations, and exclude many applicants. This objection is, to intelligent persons, one of the best recommendations of the system. The Commissioners of the several counties and the City Superintendents, make annual reports to the State Superintendent, of the condition of schools under their jurisdiction, especially upon such topics as he may have previously suggested; and these reports are published as a part of the Annual State Report.

Let me also remark that, as an additional item in the general plan, various other educational establishments, such as the institutions for the blind, the deaf and dumb, and idiots, the Indian Schools, the Normal Schools, and Academies, make their reports to the general State officer, and are thus represented in his annual report.

There are some features of the New York plan, particularly as it affects towns, which might not be suited to the condition of things in Maine. Other features might be adopted with great advantage.

The Pennsylvania system of school supervision includes, first, a State Superintendent, appointed by the Governor for a term of three years, aided by a Deputy Superintendent, a State Lecturer, and several Clerks; 2d, a County Superintendent for each county, elected by the District Directors for the term of three years, and commissioned by the State Superintendent, if no objections are made against such commission.

The County Superintendents receive the reports of the several school districts, which they forward with a report of their own to the State Superintendent, suggesting improvements, reporting deficiencies, and conveying necessary information in regard to all the school affairs of the county.

Another duty of the County Superintendents is to issue to teachers, upon examination, certificates of their qualifications; another is to hold District Institutes for the benefit of teachers.

The working of this system in Pennsylvania is thus set forth in a late report of the Hon. G. R. Coburn, State Superintendent:

The law has now been tried nine years, and these officers have performed a work that no other agency could have performed. Influences favorable to the cause of Common Schools have been brought to bear upon the community, through the labors of the County Superintendents, that could have been exerted in no other way. The standard of qualifications required of the teachers of the State has been elevated, and teachers are much better prepared, in every respect, to take charge of our youth, than they were ten years ago. Institutes for their improvement have been established in almost every county. Parents have been brought to feel more fully the importance of their schools, and the necessity of giving them a liberal support; and the whole system has, from year to year, become more and more popular. Even the Superintendency itself, that feature of the law of 1854 that was, perhaps, the most unpopular, has silently worked its way into favor in a large majority of the counties of the State. More valuable and reliable statistics are now annually collected and transmitted to the School Department, than it was possible to collect before this feature was added to the system. These improvements have, to a great extent, been introduced by the agency, and through the instrumentality of the County Superintendency. This agency is emphatically the working power of the system, the regulator whose influence is felt through the whole community, the channel through which the extensive correspondence of the State Department, with the eight or ten thousand school officers of the State, is conducted. The intelligent, faithful, competent, energetic Superintendent is the adviser of the directors, the friend and instructor of the teachers, the protector and guardian of the dearest interests of the rising generation.

It is readily granted that in some counties the best selections have not always been made, that improper influences have sometimes been brought to bear upon those who

select the officer, and that in a few instances bad, and even dishonest and immoral men, have been elected; and yet it is confidently believed, that the cases of this kind have been as rare as could reasonably have been expected, and as few as would have been under any other mode of selection or appointment. Bad men will sometimes get into office, whether the officer be selected by appointment or election.

In Pennsylvania, as in New York, the State Superintendent receives the reports of academies, normal schools, and seminaries, and exercises toward them important duties of supervision.

The supervision of schools in Indiana devolves upon a Board of Education, consisting of State officers, viz: the Governor, the Secretary of State, the Auditor, the Treasurer, the Attorney General and the Superintendent of Public Instruction, who is President of the Board. There are county auditors, who discharge certain duties toward the schools, not strictly in supervision of the same.

Hon. S. L. Rugg, late Superintendent, thus speaks of the defects of their system:

In our school system, as at present organized, there is a gap in the supervision of its interests and affairs, which, if properly filled up, would contribute much to facilitate its workings, and assist in its administration. It is that which practically exists between the township trustees and the Superintendent of Public Instruction. The gap is now nominally and in part filled by the county auditors, but practically it is very insufficiently filled. There is a portion of the duties relative to the schools now required to be performed by the county auditors, from the performance of which they, as a body, would be very glad to be relieved.

The duties required of them by law in everything which relates to the care, management, safety and collection of the school funds, and to the collection and distribution of the school revenues, and to the reports of the same, cannot by any means be separated from the office of the county auditor. But all the other school duties now required of them, and many additional ones, not now required of any officer, could, I think, with propriety and great advantage to the schools and satisfaction to the auditors, be assigned to a suitable officer in each county, in such a manner that their performance would be inexpensive, and greatly facilitate the practical administration of the school system. These duties for performance might be assigned to the school examiners, who could be formed into a school board for each county. An enlargement of the jurisdiction and increase of the duties of that office would cause the incumbents to feel themselves more closely identified with the school system, and increase their zeal in behalf of the schools. They would be likely to become more assiduous in the performance of their duties, and more devoted to the interests of the schools.

School reports, as has been before remarked, form a vital part of the school system. In point of matter they should be ample, in detail accurate, in time prompt. Such reports cannot be expected from the county auditors. Their ordinary official duties, aside from those which relate to the schools, are very generally regarded as paramount to their school duties.

If these duties should be assigned to distinct officers, they could be required to visit and inspect the schools of their respective counties, and introduce greater uniformity in their organization and management, and more strict conformity to all lawful regulations, and the most approved and successful methods of imparting instruction. They could

probably save to the patrons of the schools in their counties more money annually than the pay for their services would amount to, by preventing the impositions which are often practiced by itinerant agents and other persons, by the introduction of unauthorized text books, which displace the genuine and authorized series, to the confusion of the schools. They could take charge of the general interests of teachers' institutes, and appoint the time, place, and length of their meetings, and preside at them, or appoint some person to do so, and prescribe the order of business in them. They should examine and license teachers, * * * so as to elevate the character and dignity of the profession and improve the schools. They could do much to extend the usefulness of township libraries. They might receive from the township trustees all their school reports, and report the enumeration of children to the county auditor as the basis of his distribution of the school revenue. They might gather up the necessary information and data, and render ample and detailed reports to the Superintendent of Public Instruction, presenting a "view to life, of the labors and deficiencies, the struggles and neglects, the enterprises and sacrifices, the difficulties and disadvantages, the successes and failures," through which the schools pass, in the accomplishment of their important mission in the townships, towns and cities of the State. They should carefully observe and report as to the sufficiency or insufficiency of the rules and regulations adopted under the law for the management of the schools, to the end that they may be amended if necessary, and made uniform, and accomplish the greatest good. If reports thus full, can be promptly rendered, with ample statistical tables, and be properly compiled, and made to form a part of the annual report from this department, and supplied to the local school authorities, they will be consulted with great interest and profit. The doings of one township, town or city will be compared with those of another, and thus furnish information to those who desire and need it, for rendering the system more practicable, and more completely uniform throughout the State. Such reports would materially assist the Legislature in judging of the sufficiency of the school system to work out and accomplish its design, and enable that body to legislate upon the subject intelligibly whenever legislation should be found necessary.

Hon. J. M. Gregory, Superintendent of Public Instruction for Michigan, after alluding to the system of supervision in certain other States, goes on to say:

This system of County or District Superintendents has been heartily approved by the leading educationists of the whole country, and numerous public meetings and prominent citizens have pronounced in its favor in our own State.

That our plan of supervision should be changed, is alike demanded by sound economy, and by the best interests of our schools. The large outlays for education in the State might easily be made twice as productive as they now are, by some system that should introduce more life and efficiency into the schools. Thousands upon thousands of dollars are wasted, annually, upon schools which, through the inexperience or incompetency of teachers, work more injury than good to the children who are so unfortunate as to attend them. Our schools, it is to be feared, are not generally yielding the product in educated mind and sound learning which they ought. An active, energetic and critical supervision would drive the incompetent teachers out, and quicken the competent to more successful efforts. The county that pays $20,000 annually for teachers' wages, would have better schools, and get more for its money, if it would pay $1,000 of the sum to an intelligent and efficient Superintendent who would see that the remainder was properly expended, or that the teachers employed by it performed their labors skillfully and faithfully.

Ohio, has her State Commissioner of Common Schools, elected by the people and holding office three years, and is charged with the duties ordinarily devolving on such officers. Each county has a Board of three Examiners, whose duties are confined principally to the examination of teachers for their several counties.

Illinois, has her Board of Education, and Secretary, together with County Superintendents or Commissioners; and all her school affairs are conducted on a scale of generosity and magnitude fitly represented by her magnificent prairies.

Coming back to New England, we find in Massachusetts, the Board of Education, with a Secretary, Deputy Secretary, and Lecturing Agent, all fully employed, and a system of institutes, which if not strictly supervisory, gives the Secretary a means of reaching the masses of teachers and school officers, in all parts of the State. Again, there are in Massachusetts many cities and large towns in which special Superintendents are elected to the charge of the schools, and in other towns the school officers, if judged by their reports, published in the Secretary's, are generally men of intelligence actively interested in the prosperity of their schools.

I need not go farther to show that the proper supervision of their schools, by State or county officers,—or both,—appointed for that purpose, in addition to any town supervision, is regarded as an essential part of their school systems in all the prominent and progressive States of the North. In all the new States, the Superintendent of Public Instruction, is made a constitutional officer, elected like other State functionaries. This work of guarding and supervising the educational interests of the State is not regarded as a matter of minor importance. The school system in those States is not reckoned competent to take care of itself.

The practical question with us now, is, what shall we do to secure a more efficient general supervision of the schools of our own State? · As already indicated, my own belief is that a system of County or District Superintendents, acting between the State officer and the town committees, would do much to advance the interests of the common schools, by supplying a service which a single officer cannot possibly render in a manner satisfactory to himself or to the public.

Let the County Superintendent be chosen by the School Committees of the County or District, and commissioned by the Governor; let him be required, in connection with the State Superin-

tendent, to hold an educational institute at the time of the annual meeting of committees; let him visit every town in his district for the purpose of consulting with committees and agents, as well as teachers; let him lecture to the people upon the interests of the schools; let him expound the school laws; give him authority to examine teachers for county certificates, to settle minor difficulties arising in the administration of school affairs in the towns; and let him report the educational condition of his district or county to the State Superintendent; thus giving to that officer the means of a more perfect acquaintance with the school affairs of the State.

A plan with the general features indicated above, but more in detail, will be submitted, if thought desirable, to the appropriate committee of the Legislature.

The State Superintendent.

But while I am urging the establishment of a system of agencies to render the labors of the State Superintendent more efficient and satisfactory, I am aware that there are persons in the community, and there will doubtless be such in the coming Legislature, as in the past, who fail to see any value in the labors of the Superintendent, and favor the abolition of the office, with all State supervision of our school interests. Instead of perfecting the system by any further legislation, they would abolish the whole thing, and save the expense which it involves, confessedly small though it is. It has been only by the earnest efforts of the friends of education that this tendency to break down the system has been successfully resisted in former years. And now that "war times" and "heavy taxes" are urged in favor of retrenchment in the public expenditures, there is danger that gentlemen of the Legislature may be influenced by narrow and cheap views of this matter, instead of taking the broader and more intelligent ground, that no great enterprise or interest can flourish without a proper superintendence.

We expend annually upon our public schools nearly one million of dollars, besides the cost of books and other items of the children's outfit to attend school. Of this amount we have distributed from the State School Funds about $80,000 annually. It would appear that with so much pecuniary interest at stake, to say nothing of the vastly higher interests involved in the whole matter of instruction and school management, the State could well

afford the time of at least one man to keep a watchful eye upon our educational affairs.

Here I necessarily approach a point of the subject which is at once personal and delicate. I have held the office during the four years past, and any charge of worthlessness made against the office necessarily attaches, more or less, to the incumbent. But I am willing to bear any imputation of inefficiency, after a candid hearing, if only I shall succeed in convincing you that the policy of abolishing all State supervision of our school affairs will be hazardous to their best interests.

My efforts to prevent the abolition of the office in former years were naturally ascribed to self-interest, as if the office were desirable to be retained on account of its meager salary. On the other hand, it is well known to parties conversant with the facts, that the office was accepted at a sacrifice originally, and has continued to be a pecuniary damage throughout the term of my holding it. I accepted the position for the purpose of extending my knowledge of the educational affairs of the State, and with the hope of contributing somewhat, if I might, toward sustaining the interests of the public schools. Entering upon the duties of the office with earnestness, and devoting my entire time and strength to their discharge, I soon found myself hampered by the reduction of the salary and appropriation for expenses, and the cutting off of all means of reaching the teachers and school officers through institutes or conventions. But there were other labors prescribed by various acts of successive Legislatures, such as superintending the Academic Normal Classes in the several counties, making the preliminary arrangements necessary to the establishment of the State Normal Schools, investigating the condition of the Madawaska townships, etc.; which, with the lecturing and visiting in various parts of the State, attending voluntary conventions of teachers, both of county and State, the preparation of the various school blanks for town officers, the unpaid editing of the State School Journal, the voluminous correspondence with teachers and School Committees, the examination of school systems of other States and new educational works, the visiting of Normal and other schools abroad, and the preparation of my annual reports, including the laborious compilation of statistical tables, and the examination, revision, and sifting of town reports, are sufficient to occupy the entire time and strength of one man, and which, indeed, no man in

any other State undertakes to do without the aid of clerks or deputies. But much of this labor, it will be seen, is not of a character to attract public notice or to make an impression on the popular mind.

With a salary of ten hundred dollars, reduced by the necessary expenditures of the office, beyond the special appropriation, to eight hundred or less, without coöperative agencies, and with the public attention almost entirely engrossed by the affairs of the nation, I still continued to labor for the State, with the hope to sustain and strengthen the things which remained, until I felt compelled, by the pressure of private interests, to withdraw from the office in the midst of an unexpired appointment. My resignation was tendered several months ago; but the affairs of the Normal School and other business of the office requiring continued attention, I remain in charge until the close of December current.

Unable myself to occupy the office longer, I am, of course, entirely disinterested in urging that it be continued and strengthened in the manner before indicated.

It will be obvious to any one, however, upon the slightest examination, that the salary of the office should be increased, so as to command a man of ability, and his entire time and energies for the work. We are told that the salary is now as large as can be afforded, and that men enough can be found glad to accept it without increase. Very true. So can men be found by scores to fill the office of Secretary of State, or Treasurer, or even to occupy the Governor's chair, or a seat on the Supreme bench, for six or eight hundred dollars a year. But these are the *very men who are not wanted.*

The salaries of other State officers, Land Agent, Treasurer, Secretary, Governor and Supreme Judges, vary from $1,500 to $2,200, to say nothing of contingent funds and pay for special services. And if the incumbents of the State School office, hitherto, have been worth no more than half the salary of Land Agent, or Governor, or Judge, the time has come, very surely, that a better man be found for the service. The position demands ability and professional skill, not inferior to those required in any other State office whatever. The Judge on the bench requires no more learning than does the Superintendent of Public Instruction—each in his kind; and many a man answer very well to sit in the

Governor's chair, who would be utterly incompetent to perform the higher and more important duties of the State School officer.

The estimated value of labor in this department in other States, is indicated by the salaries paid to the officers in charge.

In Massachusetts, the Secretary of the Board of Education receives $2,000, and $400 for traveling expenses, and the Lecturing Agent the same amount; the Deputy Secretary, $1,500, with clerks at corresponding pay. The Commissioner of Public Schools in the little State of Rhode Island has a salary of $1,200. The Superintendent of Public Instruction in New York receives a salary of $2,500, and his deputy $1,500. Same officer in Pennsylvania, $1,500; in Ohio, $1,500; in Indiana, $1,300; in Illinois, $1,500; in Iowa, $1,300; in Wisconsin, $1,800; in Kansas, $1,200; in California, $3,000.

It may be objected that Maine cannot afford to pay so liberally as do other States, for corresponding service. Better say that we cannot afford to use for this or any other public service, a half paid labor. But if, after all, the salary shall not be increased, and if no system of co-operative county agencies shall be devised to aid the State Superintendency, it is hoped that some benevolent gentleman, of suitable qualifications, will be found, who may be willing to serve the State in this office for less than his labors are fairly worth, receiving his compensation, in part, in the consciousness of performing very important duties toward the great cause of public education. He shall find work enough to do, and an abundant reward in its kind. And I entreat the guardians of our public affairs not to abandon the supervision of an interest in which the State has so much at stake, as our great system of Free Schools. Let us not go backward in the work of educational improvement; but press forward, even in the midst of continued war and heavy taxation, until our school system, and our schools under it, shall take rank with the very best in the land.

The School Returns.

Appendix contains the usual statistics, gathered from the school returns. The following summary will show at a the leading items for the years 1863 and 1864, in compar-

ral Summary of the Returns for the years ending April 1.

	1863.	1864.
n of the State in 1860,	628,300	628,300
square miles,	31,766	31,766
of the State in 1860,	$164,714,168	$164,714,168
f towns in the State,	403	405
hat have made returns,	391	383
f children between four and twenty-one years,	234,775	235,249
egistered in summer schools,	141,168	133,150
ttendance in summer schools,	99,360	102,923
egistered in winter schools,	150,247	132,306
ttendance in winter schools,	130,359	111,892
ttendance for winter and summer,	114,859	107,407
n winter who did not attend in summer,	28,189	23,088
ttendance to whole number of scholars,	.49	.46
length of summer schools, in weeks,	10.3	10.2
length of winter schools, in weeks,	10.9	10.1
e average for winter and summer,	21.2	20.3
f school districts in the State,	4,059	4,120
f parts of districts,	401	374
f school-houses in the State,	3,827	4,035
eported in good condition,	2,264	2,188
f school-houses built within the last year,	75	77
e same,	$77,003	$111,385
f male teachers employed in summer,	116	137
f male teachers employed in winter,	2,203	2,274
f female teachers employed in summer,	4,059	4,088
f female teachers employed in winter,	1,812	1,846
male teachers per month, besides board,	$24.10	$23.29
female teachers per week, besides board,	$1.94	$2.13
ge of teachers,		23 years.
ney raised by taxation,	$416,630.79	$426,904.05
ove requirement of law,	39,470.79	37,802.72
amount raised per scholar,	1.77	1.81
f permanent school fund, Dec. 30,	168,677.22	173,492.70
f same apportioned to schools,	9,675.00	10,120.63
apportioned to schools,	79,830.00	39,386.24
lerived from local funds,	15,025.19	16,907.41
ed to prolong public schools,	9,136.85	11,643.99
l to private schools, academies, &c., within the State,	43,690.67	35,076.16
aid for same out of the State,		16,725.00
epairs, fuel, &c.,	43,180.65	51,187.80
ost of board per week,	1.46	1.56
l amount paid for board,	126,634.16	156,187.20
aid for school supervision,	12,710.33	13,577.24
e expenditure for school purposes,	833,516.64	887,100.72
f towns that raised less than the law requires,	74	57

Town Returns.

It will be seen from the foregoing summary, that twenty-two towns have failed to make any school return. Very many other towns have not made *complete* returns as the law requires. The tables in the Appendix show many blanks that should have been filled. In order that the omissions should not too much affect the aggregate number of "scholars" or other items in the county and State aggregates, I have had the numbers returned for the *previous year* added into the footings for this; so that the aggregates given are approximately correct. But the committees acknowledge in some cases, that on account of agents' neglecting their duty, they were not always in possession of the data necessary to an *accurate* return. I would again urge that some legislation be adopted to secure more completeness in the returns of agents and committees. And I know of no simpler or more effective remedy, than to deprive districts and towns of their share of the State bounties, when they neglect to make the full and accurate returns which the law requires. As it now is, some towns return *merely* the number of scholars in town, in order to secure their share of the State school fund. When this neglect is shown, it is more than probable that even the number of scholars returned is *guessed at*.

Number of Scholars Returned, and Number in Attendance.

The whole number of children of school age returned, is 235,249; an increase of 474 since the last year's return. The average number attending the summer schools is larger than last year, but the average number attending the winter schools is much smaller. This is owing, without doubt, to the greater demand for labor occasioned by the great number of our young men in the army.

The average number registered for summer and winter, that is, one half the aggregate number, is 132,728, and the average attendance for summer and winter is 107,407. Thus the ratio of attendance to the whole number registered is about .81, while the ratio of attendance to the whole number of scholars returned is only forty-six one hundredths (.46). This ratio of attendance to the whole number returned, is very small as compared with returns in other States. But as I have remarked in former reports, the limits of school age adopted in our State are very much wider than in most other States. In so wide a range as *four years* on one side, and *twenty-one* on the other, very many must be reckoned as

scholars who never attend the schools. Wise parents do not suffer their children to attend until at least two years after they have reached the present *lawful* age, and most young persons now leave the public schools before reaching the age of twenty-one. I recommend a change of these school-age limits from *four* to *five*, and from *twenty-one* to *eighteen*. The schools and the children will both be gainers by allowing none to attend until they are at least five years old; and the smaller districts will get a fairer proportion of the school money when the large number of persons in all the villages and larger districts, between the ages of eighteen and twenty-one, are not allowed to "draw school money" without attending school.

Mode of Distribution.

Changing the limits of the school-age would do something to secure the desired equality of school privileges between the larger and smaller districts, but would not wholly correct the evil. There is need of still further adjustment. It is of course impossible that every scholar in town shall have precisely equal school privileges. But a much closer approximation to it than is now reached ought to be secured.

The fundamental principle that the state owes all its children an education, for its own protection, is the ground on which the State assumes to tax the property of all holders for the support of schools. But this gives to no one child the right to better facilities than others enjoy. The mere accident that fifty children live near each other gives them no claim to five times the school money that ten children receive who live in a sparsely settled district. The idea that fifty children draw five times as much money as the ten, by *right* of their numerical superiority, is a wrong idea. The custom of thus distributing the money is wrong, because founded on the wrong notion that it costs five times as much money to give them the required education. That it costs more to provide a suitable room and instruction for fifty scholars, than for ten or twenty-five, is very true; but it does *not* cost five times as much as for the school of ten, nor twice as much as for the school of twenty-five. Our system allows the right of every child to an education in the elements of knowledge at the expense of the property of the town; but no one child can establish his claim to twice as good an education as another child

receives from the same public property. Especially does the injustice of this arrangement appear, when the *few* children of a country district, whose citizens pay a heavy school tax, are denied an equal share of school privileges with the *many* children of a village whose citizens often pay a much smaller tax *per capita*.

In accordance with the principle here advocated, our School law, chapter xi, section 7, provides that "A town raising more money than is required by section five, (sixty cents for each inhabitant,) may by vote direct the excess to be apportioned to the several districts, as the assessors and Superintending School Committee determine."

The same principle is assumed in the special act of March 19, 1860, as follows: "The assessors and Superintending School Committees of towns, cities and plantations shall have the power and may apportion ten per cent. of all the money required to be raised by the fifth section of chapter eleven among the districts in their several towns, cities and plantations, in such manner as in their judgment shall give to the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts." This is right. But in my opinion, a still larger proportion of the money should be placed at the disposal of the municipal officers for the benefit of the smaller districts; always, however, with this proviso, that where a proper system of graded schools is adopted, the number of divisions or grades shall be reckoned in determining the portion of money required for that district. There would be great justice and equity, moreover, in admitting to a High School, sustained in any village by the common school money of the town, pupils from any part of the town who are fitted to enter it.

There is another in-equity which should be corrected. Many districts have persons of the school age within their limits who do not attend school, and from the nature of their employments have no expectation or wish to attend. Such are clerks, shop-girls, domestics in families, and all persons at work in any establishments, *besides* those named in the law as "working in any factory." As it now is, such young persons are doubtless counted twice by agents eager to increase the number *drawing money*; once where they have a legal residence with their parents, and again where they are living temporarily. Of course, they should be counted only once, and that where their proper residence is. Strictly, in justice,

such scholars should not be counted at all. For *them*, no instruction is required; and they should draw no money to the disadvantage of others. The true principle, and one which has been adopted in some States, is, to apportion the money according to the average attendance. Probably no better means could be devised to induce parents to keep their children constantly at school, than to make the amount of school money to be received next year depend upon the average attendance this year.

Length of Schools.

The average length of summer schools in the State, reported in 1864 for the year preceding, was 10.2 weeks; of winter schools, 10.1 weeks—an aggregate average of 20.3 weeks for the year. This is .9, or nearly a whole week less than reported for the year before. This diminution in the amount of schooling enjoyed by the children of the State is very much to be regretted, unless we are sure that schools have been improved in quality in proportion as they have decreased in quantity. Of this there is no special evidence; and it becomes a serious question what shall be done to keep our schools from falling short of the usual length.

I must ask attention of the Legislature to the propriety of increasing the amount to be raised in the several towns for each inhabitant. It is now but sixty cents. I think we may well increase it to seventy-five cents. This change in the law will not affect most of the towns, as they already raise more than this. Others raise the lowest mill allowed by law, even when abundantly able to make generous appropriations. Such towns need a little statutory prompting. Still others raise less than the law requires. Of these there were fifty-seven last year; and they do it, apparently, without any one to molest or make them afraid. Let me again urge that towns failing to raise the amount by law required shall receive no part of the State school bounties during any year in which they so fail.

School-Houses.

Seventy-seven new school-houses are reported in 1864, as built in the preceding year, at a cost of $111,385—a very gratifying exhibition of interest in school affairs in the midst of war taxes and high prices of building materials. It is worthy of note, moreover, that the style of building is improving—more pains being taken in matters of architecture, ventilation and furniture. But in too many instances the same old style of penny-wise economy is still perpetuated, depriving the children of the necessary fresh air by building houses too small for the numbers, and furnishing them with seats and desks neither tasteful nor convenient. When will our people learn more thoroughly the great lesson that the school-house, *in and of itself*, has a most important educating power—educating the taste, the habits of study, and even the moral sentiments?

Male and Female Teachers.

The number of female teachers employed in winter instead of male teachers, is gradually increasing. The true doctrine is, that a lady teacher of superior qualifications is better than a male teacher of indifferent qualifications at the same price. But if any districts have employed *ordinary* female teachers in place of *ordinary* male teachers, for the purpose of saving a large part of the wages of gentlemen, they have found, or may find, that they have lost more than they have gained.

In response to the inquiry propounded in the blanks of last year, "What is the result of your experience in employing female teachers in the winter schools formerly taught by males?" very different answers have been received. The towns may like to know what has been the experience of other towns where the experiment has been tried. Chesterville responds: "Other things being equal, we prefer male teachers for schools having more than twenty scholars: but *some* female teachers are better than *some* male teachers *any how*." Farmington says, "A success." Strong, "Very good." Freeman, "Four out of ten schools were taught by females with good success." N. Vineyard, "Our experience shows unsatisfactory results." Salem, "Not favorable." Weld, "Our experience has been against it." Phillips, "They have been quite equal to the males." Cumberland, "Very successfully." Cape Elizabeth, "Favorably." Standish, "Not very favorable."

Castine, "Good." Trenton, "Very favorable." Surry, "Good satisfaction in every instance." Bucksport, "Good, generally; although the change is carried too far for discipline." Blue Hill, "Satisfactory." Gouldsboro', "Generally a disadvantage to the schools." Mount Desert, "Unfavorable." Tremont, "Good." Chelsea, "In most cases the result has been favorable." Belgrade, "We think it not beneficial to most of our winter schools." China, "Some succeed well." Clinton, "Satisfactory." Fayette, "They have taught with as good success as male teachers." Gardiner, "In many schools we find female teachers to be quite as successful as males. In one instance a female has succeeded where male teachers had almost invariably failed. There are, however, some scholars who need to be subdued by the physical strength of a man." Litchfield, "We think the result favorable, giving a larger term of school, and better teachers, as only the better class of female teachers are employed in our winter schools." Manchester, "In some instances we think the change for the better, but not generally." Pittston, "It has been very favorable with us." Readfield, "They have met with equal success." Rome, "Middling good." Wayne, "Very good in most of our schools." West Gardiner, "Satisfactory." Winslow, "They generally succeed quite as well, if not better." Winthrop, "Generally satisfactory." Appleton, "In some districts female teachers do very well; but, on the whole, we think that male teachers do the best." Camden, "Would prefer an efficient female teacher to an ordinary male." South Thomaston, "Three female teachers were employed in this town last winter, who were quite successful." St. George, "Schools taught last winter by females were the best in town." Warren, "In most cases a failure." Bremen, "Satisfactory." Damariscotta, "Tried in one case only, with fair success." Dresden, "The result generally has been very satisfactory." Jefferson, "Good, but the schools were easy to govern." New Castle, "The schools taught in this town by females the last winter were successful." Nobleboro, "We are in favor of employing them in small schools, consisting of small scholars." Shapleigh, "In the three schools taught by females, the result was very good." Parsonfield, "As far as tried in our town, we think the result has been favorable." Newfield, "Satisfactory." Acton, "They have generally been successful." Berwick, "Very satisfactory in most cases." Buxton, "Not entirely satisfactory." Eliot, "The re-

sults are not unfavorable." Kennebunk, "In small schools generally they have been quite successful." Kittery, "Favorable." Arrowsee, "Dissatisfaction." Bath, "Generally favorable to the female teachers." Georgetown, "Unfavorable, with a few exceptions." Bowdoinham, "Failures and successes about equal." Shirley, "Good." Sangerville, "Satisfactory." Parkman, "Equally as good." Orneville, "Favorable where schools are small." Milo, "We think favorably of employing females." Monson, "Very satisfactory; generally preferred on account of the small number of scholars and small amount of money, but quite as acceptable from other considerations." Greenville, "In some cases females have done well; but we think, as a general practice, that male teachers would better be employed in the winter schools." Guilford, "Our schools have been very much injured by employing female teachers in the winter schools." Barnard, "Our schools are small, and we think female teachers equally as good as males." Atkinson, "We think it rather an improvement." Testimony of a similar kind is found throughout the returns, and similar statements, more or less at length, in the extracts from town reports.

We gather from them that the experiment of employing competent female teachers in the winter schools is on the whole successful, and in most cases a decided gain. In the increasing scarcity of male teachers, well qualified ladies will necessarily come into greater demand for this work, and they should be encouraged to acquire the best possible training for the business. At the same time we shall regret to see our young men wholly abandoning the employment. It is to be hoped that peace will restore to the ranks of the profession many very competent teachers and disciplinarians who have been serving their country in the armies of liberty and the Union.

Permanent School Fund.

The school fund has increased since January 1864, to January 1865, from $168,677.22 to $173,492.70, by sale of school lands and payment of notes previously given. There still remains to be added to this fund, 20 per cent. of lands sold in the year 1863, which under a resolve of April 13, 1857, should have been passed to the credit of the school fund, but which has not yet been so adjusted. This may be done with or without a special resolve of the Legislature authorizing it. The amount of this 20 per cent.

on sales of that year is $5,959.35, which, added to the amount standing to the credit of this fund on the Treasurer's books, will make $179,452.05.

The amount of income from this fund apportioned to the towns in July, 1864, was $10,120.63.

By an act approved March 21, 1864, the timber and lumber on ten townships of wild lands, for the term of ten years, were appropriated to the increase of this fund. Since the right to cut this timber will cease at the expiration of the ten years, it becomes of the highest importance that the townships should be selected and the lumber sold as soon as practicable. And since there are other parties, claimants for the lands, it is proper that the Legislature should direct the Land Agent to make selection of the *best timber tracts* for the purpose of increasing the School Fund as much as possible.

The townships previously set apart as school lands, as stated in my report of last year, have been alienated in part to other purposes. Below, I present a table of lands now recognized by the Land office as belonging to the School Fund, exclusive of ten townships appropriated last year. Let the "powers that be" have a care lest these lands suffer any further alienation from the purpose for which they were set apart.

Townships.	Counties.	When reserved.	No. Acres unsold.
No. 3, R. 4, W. B. K. P.,	Franklin,	Feb. 23, 1828,	23,040
" 3, R. 5, "	"	"	23,040
" 2, R. 8, "	"	"	20,200
" 4, R. 3, N. B. K. P.,	Somerset,	"	11,520
" 4, R. 4, "	"	"	23,040
" 4, R. 5, "	"	"	23,040
" 7, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 12, R. 3, W. E. L. S.,	Aroostook,	"	16,017
" 4, R. 5, "	"	"	6,404
" 10, R. 5, "	"	"	15,777
" 9, R. 6, "	"	"	11,428
" 2, R, 11, "	Piscataquis,	"	4,288
" 13, R. 4, "	Aroostook,	"	2,788
" 4, R. 6, W. B. K. P.,	Oxford,	Aug. 24, 1850,	22,185
" 1, R. 7, "	Franklin,	"	20,200
" 1, R. 6, "	"	"	10,540
" 4, R. 9, N. W. P.,	Piscataquis,	"	23,040
" 3, R. 9, W. E. L. S.,	"	"	22,040
" 14, R. 3, "	Aroostook,	"	23,040
" 11, R. 16, "	"	"	23,142
" 11, R. 17, "	"	"	29,940
" 9, R. 17, "	Somerset,	"	24,296
" 13, R. 10, "	Aroostook,	"	23,994
" 12, R. 10, "	"	"	24,632
" L, R. 2, "	"	"	12,013
" 8, R. 18, "	Somerset,	"	23,883
			487,567

The Bank Tax.

By the legislation of 1863 remitting one-half the bank tax, and by the surrender of some bank charters, mainly for the purpose of going into the national banking system, the income from this source was diminished a little more than one-half from July, 1863, to July, 1864, viz: from $79,830 to $39,385.24, and this income is becoming still further diminished. It becomes a question of interest how the State shall make good the school aid formerly derived from this source. It being assumed that the Treasury can ill afford to be taxed directly for this purpose, it is suggested that the large number of foreign insurance offices doing business in this State, both Fire and Life Companies, may be very properly taxed for the purpose of supplying this deficiency. I commend the subject to the attention of the Legislature.

Money Paid for Tuition out of the State.

The very meager returns to the question how much money has been paid by the several towns for tuition at literary institutions out of the State, give the aggregate of $16,725. Add to this the expense of board and travel connected with sending our children abroad for their education, and we get a very large but indefinite amount, not less than $50,000, and, perhaps, exceeding $100,000, which might be saved within our own State, were our schools as attractive and thorough as those which may be found abroad. It is mainly for instruction in the classics and at female seminaries and normal schools that so many children from Maine are found. We have now no thoroughly effective and specially commanding institution for instruction in the classics, although we have very respectable academies and other seminaries in which young men are very creditably fitted for college. But we need a better; and we are gratified to learn that a movement has been commenced, looking to the endowment of some institution for that special purpose.

The Normal School established at Farmington, and that which is to be opened in the eastern part of the State, will remove the necessity of resorting to other States for normal training. There is room for a first-class seminary for young ladies exclusively. Many parents not desiring to send their daughters to mixed schools, are obliged to send them out of the State for the

opportunities which they require for them. We look to see these demands supplied at home by private enterprise—the State treasury not being in condition to aid at present in providing them.

Changes in the School Laws.

No session of the Legislature passes without some change or proposed change in the School Laws. In this respect the School Laws are like all others. Something better may be imagined than that which we now have, and something better might be attained than has yet been realized—if all parties could agree upon the changes to be made. Here and there a person is found who thinks that the School Laws are now as nearly perfect as they can be made; and perhaps the Superintendent himself has been misinterpreted in saying that the system as it stands, is better than the administration of it. I have no doubt that a thorough revision of the laws, making some radical changes, and especially improving them in many minor particulars, would be of great public advantage. This can be well and thoroughly done only by a commission appointed for that purpose; which is not recommended to be done this year.

Meantime there are some improvements which might well be made in anticipation of a general revision. Some of these have been already suggested in discussing the subject of supervision, and others will be suggested, after presenting the opinions of school officers, which have been communicated to me, in response to the request issued in the last blank returns,—"Please state briefly any changes in the School Law, which you judge necessary to make our school system more efficient." These opinions are given in the language of the writers, and without classifying them under distinct topics. Many are presented which will not appear to be important, but in all these matters it is judged proper to let school officers and others interested, know what changes are suggested by different parties. It is only by comparison of views and opinions that the friends of education will make progress in the improvement of the system.

From Newcastle:

We think that the School Law should be so amended as to reach truant scholars who absent themselves from school without cause. There are many such to be found in our schools, and especially in our village schools, and if the teachers try to bring them up to this mark, the scholars' parents will complain, and will not support the teachers in

their work. It seems to be very important that some thing should be done in this direction, and we believe that the only way to do it is to have the law very strict.

From St. George :

Article 11, Section 49, should be amended so as to read: Determine what description of scholars shall attend each school, in districts where more than one school is kept at the same time. And that Section 33 be repealed. And also that Section 32 be amended or reconstructed so that it may be more intelligible.

Should there not be an act passed making it the duty of districts to build schoolhouses or to provide suitable rooms to accommodate the scholars? We have had occasion to look for such a law, but have failed to find it.

From Edgecomb :

Define or specify what shall be understood or what branches shall be intended by the phrase "other branches of learning usually taught in public schools," in section 49, article 2, of the act for the education of youth.

From Dresden :

It would be better if the Superintending Committee were by law empowered to engage the teachers throughout the town for each district. The agents, in many cases, are not qualified to judge of the qualifications of teachers; yet if the persons they engage to teach are rejected by the Committee, there is great delay and difficulty generally in the commencement of the school, and sometimes the district loses the opportunity of employing a suitable teacher; being compelled, in the delay and confusion consequent upon the failure of the agent, to retain a poor teacher or have none at all.

From Litchfield :

A law prohibiting the municipal officers from assigning any money derived from the State to any district whose agent had not notified the Committee of the commencement and close of schools, or had neglected to make the returns required by law.

2.—A law making it the duty of districts to elect at their annual meeting a "Truant Officer," and providing for the punishment of truant children.

3.—Requiring towns to raise more money, and making it the duty of some officer to prosecute all delinquent towns.

4.—Requiring Committee to keep a record of their doings, and a general summary of their schools.

From Surry :

I have waited till last Saturday for one of the school agents to send in his number of scholars. If anything in the way of legal enactments could be devised to make agents perform their duties in this respect in due time, it would be very desirable.

From Bremen :

Give teachers the power to expel scholars above the age of fourteen for disorderly behavior, and reserve the right to the Superintending Committee to reinstate such scholars when expelled, if they think proper.

From Brooksville :

I believe the School Law would be more efficient if it regulated the *size* and *plan* of *schoolhouses*. Oblige every town to provide a house after a *plan* drawn by a *State Commit-*

tee. I presume from what knowledge I have of the schoolhouses in different parts of the State, that not more than *one house in five* is a suitable place for children to occupy to obtain an education. I am extensively acquainted and think I am correct in this statement, and it is a *dreadful evil* which ought and might in some way be remedied.

From Phillips:

It now appears that no school district meeting (except the annual meeting in April) can be called by the agent, only on the written application of three voters of the district. We consider this a useless and foolish requirement. We notice that in a pamphlet containing the school laws, there is laid down a form for calling district meetings; but when that pamphlet was published, the law authorized the calling of no meeting in that manner. But the act of 1862, chapter 103, section 4, is amended in regard to the *annual meeting*, and no further. In consequence of that erroneous form, a very large part of the district meetings in the State have been illegally called.

From Gouldsboro'—by two officers:

1st.—A change in the law, so that it shall be made the duty of the S. S. Committee to employ all teachers would, in our opinion, be an advantage.

2d.—I doubt the propriety of the suggestion above, but would suggest the propriety of giving the most money to the schools that have the greatest *average attendance*, instead of those having the greatest number of scholars, as is now done.

From Avon:

In making out this report, I have had to act the same as alone. There were many of the school registers that were not returned to the Committee; therefore the other two acting with me thought as we could not get an accurate account of the schools, we had better let the matter pass. But I, not thinking as they did, have obtained as nearly as possible the required answers to the questions given us. I think our Committee are too easy in these matters, and would like to see them straightened to a sense of their duty!

From Chesterville:

I think a change in the law ought to be made with regard to the *age* at which children shall be admitted to our *public* schools. Four years is too young; I will not allow children of mine to go before they are five, and this is now the practice with most understanding parents, some even at an older age—six or seven; and what by common consent is repudiated ought to be changed in law.

I have thought for some years that our *school system* might be made more efficient, if, when conveniently situated, the school districts in the same town or in adjoining towns be allowed to combine for the support of a *high school* a part of the year, say one or two terms in a year, and appropriate a part of their school moneys to that object. In that case the *district* schools would be *primary*, and the studies allowed such as pertain to primary schools, while the *high school* would fill an intermediate place between the district school and our academies and seminaries, would be open to all, and not so distant but that all could avail themselves of its advantages.

From Vinalhaven:

There ought to be a uniformity of books throughout the State. This multiplicity of books has become an intolerable burden for the poor, a public nuisance, and ought to be abated by statute law. One of this Committee has changed localities some four times in

fifteen years, and in consequence has on hand a large pile of books that are of no value. We unhesitatingly say there ought to be a uniformity in the State, and change them only by statute.

From Woolwich:

Abolish the district system, and let the necessary school books be furnished at the expense of the town.

From Topsham:

Incompetent teachers would be less likely to find their way into the schools, if the S. S. Committees were empowered to make the selection. There are often reasons for not employing a teacher in the first place, when there are not sufficient reasons for rejecting one already engaged.

It would be well if the Committees had more *direct* authority in regard to truancies.

From Abbott:

Our opinion is, that if the School Law was so altered that S. S. Committees could hire teachers for *all* the schools, it would be advantageous to the schools, and better than it now is.

From Medford:

If our Legislature have the power to establish the use of school books of uniform pronunciation and orthography, either according to Webster or Worcester, and would do so, they would do good service to our State.

From Big Lake Plantation:

it Seems to me on Careful observation that the Legislature must pas alaw that Aman without Lerning should not be School Committees or Agensts for we have Abord of them this year.

From Columbia:

A law to compel parents to send their children to school at least one-half of the time.

From Eastport:

Some law to enforce regular attendance.

From Montville:

Some law that will compel scholars to attend school more regularly; and also a law to *compel* parents to mind their own business, and not cause so much trouble in school.

From Brighton:

1.—We would propose having each district provided with the school law, printed cheaply, to be kept by the agent, and one with the Chairman of the School Committee.

2.—Some fine should be laid upon agents in case they fail to make out their returns and send them in in due time.

3.—Some fine should be laid upon the Selectmen, if they give any order or pay any teachers before they fill out their registers and return them according to law.

From Cambridge:

We would have the Superintending School Committee hire the teachers. We would have the teachers obliged to make a written report of their schools to the Superintending School Committee.

From Smithfield:

We decidedly believe that the interests of our public schools would be greatly promoted by changing the law so as to require the Superintending School Committee to employ the teachers. We think by such a change, as the Committees are better acquainted with the wants of the schools, and the capabilities of different teachers, that the business could be done with much less trouble and expense, with better satisfaction and with less liability of employing poor teachers.

From Frankfort:

Uniformity of Text-Books throughout the State.

Let the Governor or Superintendent of Common Schools appoint one man from each county, liberally educated and practical teachers, whose duty it shall be to carefully examine the different text-books now promiscuously thrown into our schools by Superintending School Committees, very many of whom are as disinterested as illiterate, and report to some State officer, say the Superintendent of Common Schools, once in three or five years, such books as in their judgment are best adapted to the wants of our Primary, Intermediate, Grammar, and High Schools; and that such books, and no other, shall be used in all such schools in this State.

The results would be, *first*, books at a reduced price, as publishers would make a liberal discount on books furnished to a whole State under a law of such State; and, *second*, much would be saved to families moving from one part of the State to another. Generally, such persons are among the poorer class of our citizens, on whom the burden seems (to them) to fall heavily, and their children suffer incalculable loss on account thereof.

From Bangor:

I think the law on the subject of scholars should be so amended as not to include in this category any under five or six years old. The age of four is altogether too young for the confinement of the school room. When sent to school at this age, it is rather to be taken care of than to be taught, and that is not the office of the teacher. Young children cannot be, and should not be required to be, quiet in school; and if not quiet, they disturb the school. It would be a great relief to teachers to exclude those under six years. Other States do so; and I believe the mental and physical welfare of children would be promoted by such a change in our State.

From Orono:

Something which would authorize S. S. Committees to refuse admittance to children under five or six years of age, when the good of themselves and other scholars required it, in judgment of the Committee. Something which would compel other older scholars to attend school. We have a very large foreign population in town, but they send few children to school. This ought not to be permitted.

From Orrington:

For a *teacher* to have the right to dismiss a scholar from the school, subject, *afterwards*, to the approval of the Committee. We believe this would have a tendency to *immediately* quell disturbance. The delay in "getting in the Committee" is sometimes disastrous.

From Lebanon:

Requiring school districts to choose their agents in open town meeting.

From Woolwich:

Abolish the district system, and let the necessary school books be furnished at the expense of the town.

From Buxton:

A more stringent law for school agents—obliging them to perform *all* their duties with more promptness.

From Lyman:

We need a revised school law. There have been so many changes since 1857, the date of our present school law, that we can with much difficulty find what our duty is, and what is the penalty for delinquency in duty. I presume there are but few agents in town supplied with the school law. They have been lost or retained by former agents, and not transferred to their successors. Hence agents are so delinquent in making their returns.

From North Berwick:

Repeal, in the 31st section of the 11th chapter of the Revised Statutes, after the word "accordingly," the following lines: "But if one-fourth of the voters present and voting dissent from the decision of the majority, not more than one-third shall be so expended, without the written assent of the Superintending School Committee.

From Wells:

A law compelling district agents to make returns to the S. S. Committee would insure a timely return to the Secretary of State. The difficulty of obtaining these returns is a frequent cause of delay.

From a certain town in a certain county—*verbatim et literatim*:

one change We think should be made in our school laws the law alowing committes to Give A certificate to Just Whoom they Pleas in our Judgment is Bad and should be remieded Soon as Posible the result is that the Majority of Small towns think themselves Unable to have A Good teacher and pay an equiverlent for their Services So they pick up Small young teachers and receive no Benefitt tharefrom their money is allmost thrown away &c now if thare Was a law to prohibitt committees from giveing these favorites as they generaly are a certificate til they arive to the age of twenty or more & a fine then unles they are Well qualified We think the result Would be A lasting Benefitt to A majority of small towns in this State as it is the Small towns has most of these Small poor teachers and is on the increes So far as our Knowledge extends & should be remedied Soon as posible by Legislative enackment.

From Sweden:

A law obliging parents to send their children to school if they have not sufficient reasons for keeping them away.

From Paris:

I think that while it is a statute requirement for Committees to advertise suitable times and places for examinations, it would be well in order to secure a full attendance on the part of teachers, to require them to pay *fifty cents* a-piece for their certificates, unless they present themselves at the appointed times.

From Newry—in substance:

1.—The Committee should have the employment of teachers, procuring apparatus, &c.

2.—The text-books should be selected by State authority, and not changed oftener than once in six years.

3.—Every school-room should have a globe, a large dictionary and outline maps.

From another town:

The school-agent system is *bad*. Our school agents are not only generally poor scholars, poor penmen, and poor calculators, but they are destitute of good taste and moral courage, and are frequently prompted by personal considerations in the selection of teachers.

From Fort Fairfield:

We should like to see an additional law, as recommended by our worthy Superintendent, concerning authority of teachers in governing pupils out of school, before and after, coming and going, &c.

From Fryeburg:

Agents should know the amount of money appropriated to their districts for school purposes on or before the first of May of each year.

Truancy.

A large number of the Committees have called for some law to compel the attendance of children. Such a law must be adapted to reach both parents and children. We have now a law *allowing* towns to make by-laws concerning habitual truants, Chapter XI., Section 12, Revised Statutes; but not many towns in the State have availed themselves of their privilege so to do. Indeed, the notion is very prevalent that parents alone are responsible for their children, and that neither town nor State has any right to interfere with their high prerogative to keep their children in ignorance if they please. This is all wrong. The same right right of self-preservation which authorizes State or town to tax the property of citizens for the education of the children of the State, also authorizes the compelling of those children to attend school, if they will not attend without compulsion. Far better it would be, certainly, to *draw* them in, by all alluring influences; but the authorities of State and town should secure the attendance of all children, "forcibly, if they must." I, therefore, again beg the attention of the Legislature to this matter.

Academies, Seminaries and Colleges.

The returns from a portion of these institutions have not been made, as the statute requires. Hence we omit the tables, which would have been otherwise prepared, showing their condition and

standing, financial and literary. We wish to call the attention of these institutions to the obvious propriety of complying promptly with this very reasonable requirement of the law. Most of these institutions have been chartered and endowed by the State, and the State should know annually how the funds appropriated from its treasury are expended. There is an important relation existing between these schools and the State, and that relation is suitably recognized in this way. It is, moreover, a convenient and proper method of advertising the means and advantages which they enjoy for carrying on the work of education.

It is believed that our Academies and Seminaries, generally, are enjoying their usual prosperity, notwithstanding the great draft upon our young men for the service of their country.

Conclusion.

I cannot close this report, the last which I shall have the pleasure of making upon the educational affairs of the State, without expressing my gratitude to the numerous friends of education in all parts of the State, who have coöperated with me in efforts to advance the interests of our public schools. The period during which I have held the office, has been a period of war; a war which originated in hostility to the free schools and other free institutions which we esteem as our glory and our pride; a war which we have been maintaining at great cost and sacrifice in behalf of these institutions; but in the burdens and distractions of which there is danger that we lose sight of their vital importance. If in these circumstances we have kept our schools from retrogression, and have made some progress toward a system of educating teachers for their noble work, and if, as we hope, the Legislature will provide still other means to render our educational agencies more effective, we will not despair of the State nor of the Republic.

I resign my position—one of great labor and responsibility—in the hope that my successor will find as large a reward in the consciousness of well-meant endeavors, and a more generous support from the State which he will have the pleasure of serving.

EDWARD P. WESTON.

Augusta, December 30, 1865.

THE SPIRIT OF THE TOWN REPORTS.

A part of this Report consists, as usual, of extracts from the reports of Town Committees. Here it is desirable to avoid repetition, as much as possible; and yet it is not wholly practicable. And if the same point is often presented by different Committees, it may be received as one of those topics upon which it is necessary to give line upon line.

It is matter of much regret that so many school officers fail to comply with the provision of the statute which now requires that School Committees shall make an annual report to their several towns, and send a copy of the same to the State Superintendent, *printed or not.* A recommendation covering this failure and others similar to it is found elsewhere in this report.

AUGUSTA.

CHAS. E. HAYWARD, JOHN YOUNG, MELVIN CUNNINGHAM, *Committee.*

After commending the excellent order and discipline of the winter school in District No. 20, the Committee assign a cause for want of efficiency:

We feel compelled to say that it is not so efficient as desirable. A large proportion of the scholars are usually tardy, often absent, and are frequently dismissed. This is not otherwise than what may be expected in a village school, where the Committee have no power to adopt sufficient rules to prevent the evil. It is imperfectly graded, has but two terms a year, and requires a change of teacher from summer to winter. These imperfections cancel a large amount of the teacher's usefulness.

They require and secure a higher standard of discipline; a result sure to follow a determined effort to that end:

Realizing the fact that a school poorly governed is often worse than none, we required the teachers to exercise a prompt and energetic discipline. They readily responded to this requisition, and generally with gratifying results. Thus the standard of discipline has been considerably raised, and in some schools the order and deportment have elicited especial commendation. There have been failures in this respect, owing to the incompetency and inexperience of several teachers.

In some instances where the scholars claimed and the parents acknowledged *prescriptive rights* (acquired by usage from time immemorial,) to whisper, and to commit other misdemeanors against the expresss prohibition of the teacher, our best disciplinarians have but partially succeeded.

Bangor.

S. F. Humphrey, C. P. Roberts, Joseph Bartlett, Elijah Low, Edwin Johnson, Joseph F. Snow, *Committee.*

The Committee enjoin a more careful attention to the art of reading:

Good reading is an accomplishment that deserves to be reckoned among the fine arts. We do not suppose that in this, any more than in other branches of education, culture can secure the same results independent of Nature's help. The construction of the vocal organs, the degree of natural understanding, perception, judgment and taste, will occasion wide diversities in the success of those who have been trained by the same example and care. But we desire that in all our schools, from the lowest to the highest grade, this branch of study and practice should not be reckoned non-essential nor secondary. To those among our pupils who are to become public speakers, it is needless to say how important is the attainment of a style of utterance, distinct, natural and animated. The Word of God itself loses its life in passing through the lips of a careless, droning, or monotonous reader. It is in the power of a reader who feels the work worth doing, and knows how to do it, to engage the attention and the solemn or eager interest of any audience, by the mere reading of the most familiar chapter of the Bible. But what an entertainment—how full of interest and profit, have we here for the home and the social circle! Books old and new, in prose and verse, are not wanting. But what an added zest would the choicest among them give, if, instead of being perused in silence, they could borrow the tones of a living voice and the power of a living spirit rightly to interpret them.

They animadvert upon the practice of confining pupils too strictly to the questions and answers of the text-book:

We think that some of the teachers have confined their pupils too strictly in their recitations to the forms of the questions and answers laid down in the text-books, so that the chief effort of the scholars, in too many cases, has been to commit and repeat the language of the book; thus cultivating the memory merely, without obtaining any thorough knowledge or idea of the subject studied. The fault we refer to is most likely to obtain in the lower grades of schools, where the pupils are young, and of course think and reflect but little. This should be carefully guarded against by teachers. We do not discourage studying, committing and repeating lessons as they are laid down in the text-books, but teachers should see to it that their scholars also understand the science they are pursuing—that they obtain intelligent ideas, as well as mere forms and words.

Of the Apprentices' School:

The Apprentices' School has been much smaller the past term than for several pre-

vious years. It was originally established for the accommodation of apprentices, who cannot generally attend school more than one term in the year. During the past term the number of *apprentices* attending has been small, the balance of the school being made up of persons who for one reason or another have never been members, or who have ceased to be members of other schools, and very many of whom, we regret to say, seem to have no interest in acquiring an education. We think the teacher, the past winter, endeavored faithfully to perform his duties, and improve the condition of the school. A few of the scholars manifested a desire to do what they could to make the school successful, and to progress in their studies; but we think the majority had little or no disposition to derive any advantage from the school. It may be a question whether it is expedient to continue this school in the future.

The Superintendent of City Schools, Mr. C. P. Roberts, remarks in regard to absenteeism:

The average number of pupils attending the Primary Schools is about thirteen hundred, and the average number attending the Intermediate Schools, about seven hundred. What becomes of this six hundred difference? Although a very large falling off may be expected among pupils in their upward progress through the several grades, still I cannot account for so large a difference between these two grades, without supposing that unnecessary absenteeism has something to do with it. There are undoubtedly large numbers of children of the age of intermediate pupils, over whom no proper parental interest and control are exerted, who spend their time about the streets and wharves, but who should be gathered into the public schools. To look after this class properly would require more labor on the part of the Superintendent than could be performed in connection with his other numerous duties. In other cities of the size of Bangor, a Truant Officer is specially employed for the purpose of looking after truants and absentees. I would not recommend the creation of a new office, but would suggest whether from the present increased police force of the city, one might not be detailed to assist in this important matter.

Boothbay.

William Leavitt, Horace Toothaker, *Committee.*

This town sends us for the first time a printed report; showing very conclusively an increasing interest in the management of school affairs. The Committee say of their labors:

Your Committee have attended to the duty assigned them, as they believe, faithfully; though at personal inconvenience and sacrifice, and often to the neglect of other duties. They have been as particular in the examination of candidates as they judged expedient, though they are emphatically of the opinion that the standard of literary qualification should be raised. They have inquired concerning their manner of conducting recitations and methods of discipline, freely and frankly pointing out defects, and making suggestions both then and thereafter, on visiting the schools; endeavored to arouse the schools to effort, and thoroughly examined them. In two or three instances, they have been under the necessity of refusing

certificates; in several others, they were at quite a stand to know what to do. They now have the pleasure of reporting that the schools have, during the past year, been very generally prosperous; and though by no means up to the standard of high excellence, yet as steadily improving. Some have been relatively excellent, while others have been nearly or quite worthless. There has been no open outbreak in any, though instances have not been wanting where scholars, finding study a weariness, or discipline painful to the flesh, have quietly seceded.

The report contains a careful estimate of the condition and progress of the several schools, and closes with very full suggestions to parents, agents, teachers and the town authorities. Among them are the following:

Our eyes have been pained with the spectacle of boys growing up in ignorance, in constant neglect of the means provided with so much pains and expense to educate them. Their parents lack the power or the will to enforce their attendance at school. They are the pests of the neighborhood, becoming more and more so, as idleness and ignorance beget one vicious practice after another, until they go out from their homes to take a more destructive, because a wider, range. They are a constant source of corruption to the boys and girls who do go to school, with whom they are, and will be, to a greater or less extent, brought into contact. Fortunately, relief is at hand; and it is a solemn duty of the community to protect itself from the peril of these boys, by compelling their attendance at school, and subjection to its rules. Strict measures here would be beneficence to the boys, the community, the State and the nation.

It is provided in Chap. II, Sec. 12, Rev. Stat., that "towns may make such by-laws concerning habitual truants, and children between six and fifteen years of age, not attending school, without any regular and lawful occupation, and growing up in ignorance, as are most conducive to their welfare, and the good order of society, and may annex a suitable penalty, not exceeding twenty dollars; but such by-laws must first be approved by a Judge of the Supreme Judicial Court." It is further provided in Section 14, that "in place of the fine aforesaid," such children may be placed in the institution of instruction, house of reformation, or other situation provided for the purpose, under the authority conferred by Section 12.

It seems to us such by-laws are very much needed in this town; and we recommend that a Committee be raised to draft them, and submit them for the action of the town, at some meeting to be called for the purpose, perhaps on the morning before the September election.

Freeport.

N. O. True, John Rounds, Edwin C. Townsend, *Committee.*

The spirit which should actuate a School Committee is well expressed in the following statement:

They wish it to be distinctly understood, that so far as they have been able to scrutinize their own feelings and motives, they have not set down anything through unkindness or prejudice. They have no partizan spirit to display, no friends to favor, no enemies to punish. If, indeed, anything that may be said in this report

shall seem to bear hard upon any individual, whether teacher, scholar or parent, let no one attribute it to an unkind or ungenerous spirit, but to the law, which requires the Committee to make at the close of each year a faithful statement of *their* views concerning the success or failure of teachers, concerning the good or bad conduct of scholars, and concerning any other matter which in their opinion has had a tendency to increase or injure the usefulness of the schools. It is necessary to point out defects, if they exist, as well as excellences; to reprove what is wrong, as well as to commend what is good, that the faithful may be encouraged, the deficient instructed, the unruly and disobedient admonished, and that all may be stimulated to put forth their best endeavors to make our schools what they should be.

Your Committee, however, will not unnecessarily censure; they would much rather praise, especially if they could do so with a good conscience. But if they should bestow praise without discrimination, if they should attempt to gloss over glaring defects, and make wrong appear right, and crooked things straight, in order to present a flattering report, and to please that parent, or that teacher, or that scholar, no real advantage would be secured either to themselves or to others; while a great wrong would be done, and a serious injury to our schools committed. By pursuing such a course the Committee would be unable either to respect themselves, or to command the respect and confidence of their fellow-citizens.

Hear these suggestions for the times:

Our common schools, under proper management, under those moral influences which our laws require them to be, are the glory of our land, and, in a good degree, at least, the *safety* of our government. At the present time, perhaps, more than at any previous period of our history, the education of the young claims the attention and demands the energy of every sincere patriot and every enlightened and warm-hearted friend of humanity. It must be by this time an admitted fact, that, in order to preserve and perpetuate our glorious Union, the great mass of the people must be educated; they must be able to read understandingly, to think deeply, and to act wisely; and, underlying and inwrought with all this intellectual strength, there must be high-toned and carefully cultivated moral principle, which shall exert a controlling influence over the thoughts and feelings and actions of those upon whom are soon to devolve the duties and responsibilities of American citizens. We hold it to be our duty not only to cultivate the intellects of our children, but also to imbue their minds and hearts with an enlightened and exalted patriotism and the principles of a sound morality. "Righteousness exalteth a nation, but sin is a reproach to any people," and will work mischief, and, ultimately, ruin. We call particular attention to the need of a strict regard to those moral and social influences, which are exerted by teachers upon the scholars, and by the scholars upon each other. Sufficient attention, we feel, is not paid to this subject. We cannot overestimate its importance. Parents have, or should have, a deep and abiding interest in this matter. Teachers should feel that they have a duty in this direction. And they fail in a most important part of their duty, if they neglect to watch over the deportment of their pupils, and to infuse into their minds and hearts correct moral principles. There are other lessons to be taught, and other lessons to be learned in our school-rooms, besides those contained in books—lessons of correct deportment, self-respect, self-reliance, a cheerful submission to rightful and lawful authority. The mind, the heart, and the manners of the pupils should receive appropriate

training. And, therefore, we need teachers to take charge of our schools, who are qualified in all these respects.

The most important requisite for the success of our schools is to obtain good teachers; for we can have no good schools without them. Now, as matter of fact, we often get poor teachers. But the question may be asked, Where is the fault? The answer is, Partly with the agents, and partly with the Committee. We by no means wish to be understood as censuring the agents; but the Committee have a few words to say in vindication of themselves. They are often obliged to allow some things contrary to their wishes and their sense of right, because they have not sufficient power in the matter. Under the present system they are often compelled by the force of circumstances to accept of teachers, whom, if they could use their own eyes and exercise their own judgment, untrammeled, they would reject. One question we wish you to consider: Who are best qualified to judge of the wants of the different schools, the Committee, who visit them and examine into their condition, or the agents, who never visit them? The agent engages a teacher, and sends him to the Committee for examination. It is not altogether optional with them whether he shall have a certificate or not. If he can answer the questions proposed to him satisfactorily, he is entitled to a certificate, no matter how unsuccessful he may have been, nor how destitute he may be of the requisite good sense. It happens also that a teacher is engaged for a certain district, who might be successful in some other district, but not in the one for which he is engaged. Under the present arrangement the Committee have been unable to get the teachers together at a proper time for examination. Sometimes teachers delay to present themselves for examination until Saturday afternoon before their schools are to commence on Monday morning; and sometimes not till Monday morning, when their school is to commence at nine o'clock, and sometimes not until they have kept one or two days, and then come and offer some frivolous excuse. Now if the power of employing teachers were vested in the Committee, these difficulties of which they speak could be avoided, and they could hold teachers responsible for much that is not now sufficiently under their control. We believe that great benefit might be secured to our schools by such an arrangement; and we believe also that our schools will not attain that standard of excellence which they ought, until such an arrangement is adopted. Let no one suppose that the Committee wish to rob the town or any district or any individual of their liberties, or that they have any particular desire to acquire new power. The employment of teachers involves such responsibilities as they are not at all anxious to assume. Still they speak their convictions on this point; and they hope that their fellow-citizens will wisely consider the matter and act accordingly.

Hallowell.

H. K. Baker, E. Rowell, A. R. Crane, *Committee.*

The school reports from this town have always contained valuable suggestions. Omitting other important paragraphs of this report, we present only this upon the writing of *Composition:*

In the High School, we have occasional applications to be excused from writing compositions. We have uniformly refused to grant such excuses, for the reason that

we consider the writing of compositions one of the most useful and important of all the exercises in school. It is one thing to acquire knowledge, and another to learn how to express it. Many very learned men have been deficient in the power of putting their ideas into words. In order to do this, there must be practice in writing as well as in conversing. The exercise of writing gives readiness in the use of right words to express ideas, and facilitates the mind in arranging facts and thoughts in their proper order.

It is no valid objection to the exercise of writing compositions, that young minds find it a difficult and disagreeable task. Every intellectual effort is more or less onerous. Because a boy finds physical labor irksome, no wise parent would deem it a sufficient reason for permitting him to grow up in idleness. If you desire your children to be educated and fitted for the duties of life, their intellectual faculties must be brought into exercise, their minds must be taxed, must be trained to effort. It is in vain to attempt to educate mental, any more than physical powers, without actual and frequent exercise. This is nature's mode of sharpening and strengthening the faculties of both mind and body. Indolence and inactivity will accomplish no more in the intellectual than in the physical world.

We would not have labor of any kind too severe or too protracted. But where *one* errs on this side, a hundred or a thousand suffer irretrievable loss from idleness and inertia. What can be achieved without effort, is hardly worth achieving at all. Do not then, young friends, be afraid to TRY. Do not be discouraged because you find it a little hard to make your thoughts flow, or because you do not readily get hold of the best possible words in which to clothe your ideas. If you knew the youthful history of the best and most approved writers, you would probably find them at first taxing their powers to the utmost to put together a few pages of crude sentences. Yet the same minds have, after repeated efforts and long practice, produced works which have won the admiration of the literary world. We do not mean that all of you may expect, under the most favorable circumstances, to become distinguished for literary acquirements; but in an age where intellectual cultivation is more valued than ever before, it is in the power of each of you, by persevering effort, to fit yourselves for the companionship of cultivated minds.

CALAIS.

I. J. BURGESS, H. V. DEXTER, S. H. KEELER, *Committee.*

No suggestion of this report is more important than that which relates to the topic of truancy:

The average attendance of pupils during the year, was quite too small for the whole number registered. Parents may do much to remedy this evil, by requiring their children to be at school every day during the term, unless prevented by sickness, or some unavoidable providence. Irregularity in attendance not only deprives the scholars of a large amount of needed instruction, and causes them to lose their relish for study, but it forms in them a character for irregularity, which will abide by them in all after life, and most seriously interfere with their prosperity and usefulness.

The Committee would beg leave to say also that there are too many children and

youth in our city who do not attend our public schools at all, but are idling away their time on the wharves and at the corners of our streets, and in our beer shops, and so are not only growing up in ignorance of useful learning, but are becoming adepts in vice, and candidates for the poor house, or lockup, or jail. The tax payers are at the expense of providing schools for all our youth, with a view not only of properly educating them, but especially to prevent those from growing up in ignorance, and immorality, who might otherwise be exposed to these evils without a remedy. Ignorance, idleness, poverty and vice are closely associated.

The Committee would suggest whether our city authorities have not the power to arrest truants from school, and enforce their attendance upon such means of education as the city has provided for them. There seems to be injustice in compelling men to pay taxes for the support of public schools, on the ground that the general education of our youth gives increased security to property, and enhances its value, while we permit many of these youths to receive no benefit from the provision made for their education.

It seems to your Committee that something efficient should be done in this direction, not only for the benefit of truant and vagrant children and youth among us, but as a necessity for our self-protection both against their present and future influence for evil. We surely have full grown tares enough in our city to warn us against permitting the adversary to sow any more seed of this kind for a future harvest, for want of timely and sleepless vigilance on our part.

The founders of our public school system designed to make it promotive of public morality, as well as of general intelligence.

The law makes it the duty of instructors to impress upon the minds of their scholars "the principles of morality and justice; sobriety, moderation, and all other virtues, which are the ornaments of human society." But in discharging their important trust they need the hearty coöperation of the city government, the superintending school committee, the agents of districts, and the citizens generally. We should secure by parental influence the thorough obedience of our children to lawful authority. The manifestly increasing tendency to lawlessness and rowdyism in many of our youth, should alarm us, and lead to the adoption of efficient measures to stay this evil. The chief responsibility in this matter must evidently rest with parents.

Pittston.

W. Benjamin, H. D. Pulsifer, A. L. Call, *Committee.*

From many excellent suggestions of this report we select the following:

In visiting the schools we see the need of more dictionaries, and we can hardly account for the indifference of teachers in this respect. Think of a teacher's keeping a whole term without a dictionary in the school room! There are scholars in every school who would somehow supply themselves with dictionaries, if teachers did their duty by way of advice. See to it, teachers—put forth more effort to have this want supplied.

Again, we think more prominence should be given to the cultivation of morals and manners in our schools. We are at every period of our lives just what the past

has made us—are the creatures of habit. These habits cling to us like our very features, and often entirely merge and swallow up original self. They are ourselves, and we rise or fall, and are adjudged by the world, as their action is proper or improper.

The coarseness and rudeness persistently practiced by scholars in school usually attach to them when they become men and women, however much they may wish their training had been otherwise. Coarseness should be rebuked, obscenity and profanity in and around the school room should be corrected and punished in every instance. Teachers should take particular pains to watch the deportment and bearing of their pupils, their style and manner of address; should seek to introduce everything of a refining influence to counteract the tendency to uncomeliness and immorality. Scholars should not only be taught, but required, to habituate themselves to be comely and graceful in their personal appearance, conversation and address, or they are making but sorry progress in such education as will fit them for the various duties of life—as will fit them to go into society unembarrassed. A true education refines and polishes.

PORTLAND.

ALEXANDER BURGESS, *Chairman*, NATHAN WEBB, *Sec'y of School Committee.*

Intelligent coöperation of the community to be secured, in part, by a careful reading of the Committee's report:

It is hardly possible to carry forward improvements in our schools, and make our system effective in educating our children for the exigencies of the times in which they will be called to act, unless the community at large be correspondingly educated. And in securing this desirable end, the annual reports of the School Committee, brief and imperfect as they often are, may render valuable service.

In giving information in regard to the work which has been performed and the changes effected during the year, we can speak for the most part, only in general terms. Much of this work is of such a nature as to render it impracticable to give it with any minuteness of detail. It is, however, work which it is necessary to have done, and which draws largely upon the time, the wisdom and the patience of the Committee.

An important item in the school affairs of the city, is thus presented:

The new building, it gives the Committee pleasure to state, was completed, and ready for occupancy in September last, at which time it was opened with appropriate dedicatory services. The location of the building is central and convenient—its architecture plain and substantial, and when the grounds around it shall have been completed in accordance with the design, it will be both an ornament and an honor to our city.

The building, though externally one and symmetrical as a whole, is divided internally into two parts, one of which is essentially a duplicate of the other, with no necessary connection between them. The only method of going from one of these parts to the other within the building is by a passage on the lower floor. There are three stories devoted to the daily use of the schools. The first of these is divided

into eight class rooms, four of which are 32 by 28 feet—and four are 22 feet by 18 feet, with two small rooms for apparatus, &c. The height of this story is 13 feet.

The second story, occupied by the High School, has two large rooms whose dimensions each are 74 feet by 52 feet 6 inches—two dressing rooms, each 28 feet by 16 feet, and two library rooms, each 16 feet by 16 feet. This story is 17 feet in height.

The third story now occupied by two grammar schools, is 15 feet in height, has two main rooms 74 feet by 47 feet, each—four recitation rooms, two of which are 28 feet 8 inches by 23 feet each—and two, 23 feet 8 inches by 19 feet, and two dressing rooms 23 feet 8 inches by 16 feet each. The building throughout is thoroughly constructed, and made as convenient as possible for the uses to which it is devoted, and meets a necessity which has existed for a long time. The arrangements both for heating and ventilation, are of the most approved patterns, and no labor or expense has been spared in making its accommodations ample and pleasant.

Of the re-organization of the High Schools upon a new basis, the Committee say:

On the completion of the new school house it was deemed advisable by the Committee to organize the two High Schools on a basis differing materially from that of their previous organization. From their origin they had been entirely separate from each other, occupying buildings in different sections of the city; with each a head master and a corps of assistants, who were responsible for the duties of instruction and government. It was thought by the Committee that advantages would be gained by having the two sexes brought together in the recitation room, so that those pursuing the same studies and who were at about the same stage of advancement could recite to the same teacher, though the main room for either sex was not to be occupied or entered by those of the other. The mental characteristics of boys and girls are somewhat different, and the best practical educators have found that when brought together for recitation, they have a modifying influence upon each other, favorable to the progress and improvement of both. In the construction of the new building, regard was had to this policy. The entrances to the building are not only separate, but from different streets, and in going to the same to recite, the sexes enter at different doors, and retire in the same way when the recitation is ended, being thus entirely separate except when in the presence of the teacher. The Committee foresaw, that in organizing the school in this way, some excellent teachers might be left unemployed, which, though a matter of regret, was, nevertheless, unavoidable. At the close of the summer term therefore, the two High Schools, as they had formerly existed, were dissolved, and at the commencement of the next term, they were united, forming one school under the supervision and government of one principal master, one male assistant, and such female assistants as the circumstances of the school required. Since that time there have been some interruptions in the school, in consequence of the practical workings of the heating apparatus, and as it requires a longer period to get all the parts of so large a school harmoniously adjusted, it is not possible to decide accurately from the experiment thus far made, on the merits of the new plan, or predict with certainty what may be the results hereafter. Every experiment must have time for it to be fairly tested, and until such time has been given, it is not just to express, or to form a decided opinion respecting it. The Committee, however, have reason to believe that the experiment will be successful, and that the schools thus united may be brought to a state of

perfectness which will enable them to accomplish for the city more beneficial results, and at a less expense, than they could have accomplished separately.

To the charge of extravagance in the expenditure of money the Committee reply: .

The School Committee are citizens with others; selected from among them; pay their proportion of public taxes, and some of them at least, ought to know the worth of money, and the time and labor it costs to acquire it. They are disposed to practice and advocate a wise economy in all things pertaining to public expenses. But having the schools directly in charge, they are compelled to witness the inconvenience and unhealthiness of some rooms, and see the little ones densely and uncomfortably packed together, and it is not strange that they make appeals for better accommodations with an earnestness which does not meet with a ready sympathy from others. But such appeals do not proceed from any want of disposition to economize in the expenditure of money, but from a desire to preserve that which is infinitely more valuable than money. For when money is put against the intellectual and moral culture, the health and happiness, the souls and bodies of our children, that is a miserable economy which would save the former, at the sacrifice of the latter. And in all such instances the School Committee never ask for expenditures, of which they are not willing to bear their full proportion for the common good.

In conclusion of the whole matter, they justly urge that

The education of the young, the children of the poor as well as those of the rich, is one of the noblest enterprises in which the people of New England are engaged, and constitutes both their glory and strength. It is this that gives energy to New England character, and makes its influence felt throughout the world. And it is no time for us to falter in this good work now. We live in one of the most important periods of the world's history. The present generation owes much to that which is to come after it. When the clouds and conflicts of our national struggle shall have passed away, and the enginery of war shall no longer be employed in battle-fields, there will be questions to be met, and problems to be solved, which will demand not only the most exalted statesmanship, and the shrewdest diplomacy, but the soundest intelligence, and the widest diffusion of knowledge throughout the entire community. This generation can do but a small portion of the work of this kind which will remain to be done, and it must be left for others to carry forward to its completion. And this added to all the motives previously existing, urges us to make the most liberal provision for the education of our children. And to do this effectually and meet the necessities of all classes, increased attention should be given to our public schools. The Superintending Committee, the teachers, the school houses, the furniture, the play grounds, and every thing pertaining to the schools should be the best that can be procured, and the children of every family should be furnished with such intellectual and moral culture as will best fit them for a career of usefulness and honor. There will be need of a patriotism exalted and true, but it will still be deficient unless controlled by an enlightened public intellect, and a sound public conscience. To educate a generation for such exigencies as the next must necessarily meet, is a work of no small magnitude; a work which calls for the wisest forethought, the most persevering effort and the largest liberality.

MANCHESTER.

S. D. RICHARDSON, *for the Committee.*

Mr. Richardson says of a winter school kept by a lady:

The winter term was kept by Mrs. H. N. J., and the closing examination was highly creditable both to teacher and scholars. Rarely have I witnessed an exhibition with more interest or satisfaction, and it is due to the school to say, that the examination was not expected until a week later. But, though *surprised*, they were not *unprepared*. There was a readiness and thoroughness in answering questions, seldom excelled. Their recitations showed with what fidelity they had pursued their studies. Several compositions were read which reflected much credit upon those by whom they were written.

Of some indifferent parents he says:

The record kept by the teacher is a witness to their indifference. Those scholars who are frequently absent and tardy, show most conclusively what regard their parents have for their education, and for the welfare of the school There should be a reform in this respect. Parents should encourage their children, and demand of them punctual attendance. They should also visit the school, and thus stimulate and encourage the children and teacher. It is indispensable to the highest success of *any* school, that the teacher have the cordial and uniform coöperation of the parents. There should be a union of purpose and effort. And when reports unfavorable to a teacher reach the ears of parents from their children, they should not be too hasty in expressing publicly their opinion. They should visit the school and see for themselves. If this were done, we should hear less complaining, and our schools would be much more profitable.

WHITEFIELD.

R. S. PARTRIDGE, A. B. NOYES, E. W. TRASK, *Committee.*

The Committee of this town present a carefully printed report of the condition of the several schools, with the following concluding remarks:

In submitting to parents the report of the annual labor of nearly eight hundred scholars, we feel as though we were dealing with matters of no little importance. School labor, unlike all others, does not admit of reconstruction. The mechanic may change the structure of buildings, the engineer alter the plan of cities, and legislative authority modify and repeal existing statutes, but if the child once learns to read, it is not for a short time, but for a life-time. Hence the importance attached to every department of school labor.

Difficulties surround our schools. In some, an insufficiency of books is a prominent feature, but the most glaring hindrance to a more thorough practical education, is as we stated last year, the crowding of scholars into books beyond their capacity. Our schools not being graded, it is common to see scholars of ten and twelve years, in the same classes with those of eighteen and twenty, and the consequence invariably is, the older pupils comprehend their studies and advance, while the younger

ones, from an incapacity to understand, become uninterested and lag behind. We think the manner in which this difficulty can most effectually be met, is for Committees to spend more time at their first visits in classing scholars and directing the general course of instruction. We speak of these difficulties, that scholars, teachers, parents, and all interested in education, may aid in correcting them.

Waterville.

W. P. Dillingham, *for the Committee.*

The Committee report the examination of candidates for teachers:

The Committee have found their most trying and responsible duties in connection with this examination. Several teachers have been refused certificates for incompetency in the common branches of English education. The Committee also have been obliged to issue different certificates to teachers, discriminating between different applicants. On examination, teachers were found more deficient in spelling than in anything else. The candidates who could spell every word given out by the Committee were the exceptions. Many were imperfect in history, careless in geography. With grammar there was not so much familiarity as with mathematics. In reading there was exhibited lamentable deficiency by some teachers. Out of the whole number of applicants for situations, the Committee selected enough to meet the demands of the district. The Committee have been impressed with this fact, that some teachers can shine in a school room, who are not brilliant on examination.

Of female teachers they discourse as follows:

One reason why our schools have been so uniformly satisfactory in their results the past year may be attributable in part to the fact that most of our teachers have been females. The percentage of accomplished, skillful and expert female teachers is much larger than that of male teachers. There are many things which men can do better than women; but in instruction and government in our common schools woman bears the palm. Every year the demand is increasing for young ladies to be teachers in the best schools in the country. There was once an opinion that a female teacher would do very well for a summer school, but that she was entirely unsuitable for the government of a winter school. That day has passed. Many a young man has left a winter school and been triumphantly followed by a delicate young lady. It should be the policy of the State now, especially as labor is so scarce and high, to encourage our young ladies to occupy most of our school rooms summer and winter.

Chelsea.

S. W. Barker, J. C. Barker, Thomas Searles, *Committee.*

School houses in this town are complained of:

We feel constrained to say that there are many things which ought to be improved. Many of our school houses fall far short of that neatness and convenient arrangement which would make them attractive to either scholars or teacher. Their seats are but seven or eight inches wide, with an inclination forward, and are placed

so high that the scholars can scarcely reach the floor with their feet, making their position very uncomfortable. The teacher's stand is hardly large enough to seat the Committee, with no paint on the school room excepting such as ought to be removed by the application of soap and water. We would say to such districts, renovate them at once; have seats at least ten inches wide, made of plank, concaved, and placed no higher than will admit of the scholars placing their feet on the floor, and a good covering of paint over the whole.

A better way suggested:

We would also suggest, that if parents, instead of being strangers in the school room and listening with jealous criticism to the whims and conversations of their children out of school, would make their influence felt by frequent visits and cordial approbation of the good qualities of the teacher and the improvement of the school, a great benefit would be the result. Let each scholar be furnished with books and slates and such other things as are necessary for their improvement. There would be as much propriety in going into the field to work with a broken hoe or pewter scythe, as in sending children to school with a worn out book or a broken slate.

Brewer.

George A. Snow, Joseph Holyoke, Josiah Hutchings, *Committee.*

An improvement in the schools of this town is reported, with the very sufficient reason assigned:

Your Committee are gratified to report the general success and prosperity of the schools in town, especially the past winter, having been unusually successful in obtaining the services of experienced and able teachers. As the success of our schools depends so largely upon the kind of teachers employed, we would suggest whether greater care on the part of Agents in their selection would not be well repaid. The Committee may be satisfied that the person presented to them for examination possesses the literary qualifications; while respecting others equally essential, viz., a capacity to properly manage and govern a school, they have not the means of judging. This is properly the business of the Agent. Most of our schools require experienced teachers. If the rule were observed by Agents to engage no person for that responsible station until after the most careful inquiry as to previous success in teaching, managing and governing a school, we believe the number of poor schools would be greatly diminished.

Remonstrance against a custom becoming prevalent in the county schools:

We would also speak of a custom that prevails in some districts, of having no school Wednesday afternoons. It is very desirable that there should be a uniformity among the several schools in this matter, and we earnestly recommend that the schools, as formerly, be kept five and a half days in a week.

An earnest manner followed by its natural consequence:

The teacher by her earnest manner soon put new life and interest into this school. The scholars were governed easily and pleasantly, and seemed interested in all the exercises of the school; and as might be expected, they made fine progress.

Dedham.

James W. Blaisdell, Tyrrell Gilmore, *Committee.*

The town is congratulated :

In concluding this report we congratulate our fellow-citizens in being so fortunate as to secure for the most part able and efficient teachers during the past year. Except the trouble spoken of in No. —, all has passed off smoothly, with scarcely a ripple on the surface to mar the general satisfaction with which the noble and praiseworthy efforts of the teachers have been received.

The Committee suggest that it would be a great benefit to the schools if we should secure more uniformity in books. In geography, in some schools there are five classes devoted to this study alone, with different books, whereas if we had a primary geography for beginners, and one of a higher grade for advanced scholars, we should have but two classes, thereby saving much precious time. We hope our successors will give this subject their attention.

Two things compared :

If a travelling show happens along, parents will be in great haste to attend, spending both time and money; but if you invite them to visit school with you, they will make answer, "cannot," "haven't time," just as though the education of their children was a matter of but little consequence to them.

Gorham.

J. B. Webb, A. P. Files, A. W. Murch, *Committee.*

Upon the subject of parental support, the Committee remark :

"Union is strength," is an old and true motto, the force of which we have never felt so fully as at this time. To accomplish anything great, where the public is concerned, there must be union of purpose, union of feeling, and union of action. We know of no more extensive and useful field for its operation than in the education of our children and in the support of our schools. Much of the trouble in our schools which disturbs their harmonious action and success is a want of concerted support on the part of parents. Too often parents allow the report of their children to bias their judgment, and call forth disparaging remarks concerning the teacher. A few such instances in a neighborhood often set the whole district in a fever, and the pupils, catching the excitement, show their feeling in school; this in turn calls forth greater severity from the teacher to maintain his dignity and order, and so matters go from school room to fireside, till at last the school becomes worthless, and perhaps is broken up.

The war, and female teachers :

Owing to the large number of young men in the army, many of our schools have been taught by females, and it affords us pleasure to report that in most cases their success has been all that it could be, under the circumstances. We feel proud in being able to say that Gorham has a class of teachers of which she may well boast, and it is hoped that she will not neglect to give them due patronage. We have had,

for the last year, some fine teachers from other towns, but we have equally as good at home; should we not encourage our young men and women in their efforts to fit themselves for this calling, by a larger share of our patronage?

Education not all from books:

Education does not consist wholly in book acquirements, in being able to repeat so many pages, or perform so many examples. These constitute but a small part of true education. The disposition must be trained. The activity of the pupil must be called forth. The finer feelings of nature, the affections and sympathies, the taste for what is good, and true, and beautiful, should be developed all along in the process of a child's education.

The school houses where our children resort early in life should be comfortable, healthy and attractive, pleasantly located, and cheerful in appearance, both within and without Neatness and order should mark the grounds around the house, while the internal structure should be so attractive that the eye can with pleasure rest upon it. Such buildings and locations tend to cultivate neatness and order in the habits of pupils, cheerfulness of disposition, and a love for the beautiful in nature and art, which cannot be too highly appreciated. Can you expect that these traits of character can be attained in such buildings as your children now resort to for their education? They are among the first essentials to a good and prosperous school.

WEST GARDINER.

J. R. WESTON, G. A. MARSTON, M. W. FARR, *Committee.*

The Committee testify:

It is with pleasure that we are able to announce that our schools have been prosperous, that there has been no instance of difficulty in a single school, and that the advancement and proficiency in the various branches of learning have been all that could have been reasonably expected by the friends of education.

The success attending the government of the different teachers has, with few exceptions, been very commendable, and it is thought that our schools occupy a higher position than in former years, and will compare favorably with the schools of other towns in the county.

Generally the schools have been well supplied with such books as are approved, Old time-worn mementoes of past generations have become nearly obsolete; and with few exceptions, there is that uniformity of books throughout all the schools, which is considered essentially necessary for the best interests of the town.

They recommend visiting:

There is no subject, probably, deserving more attention than that of visiting schools. This is too much neglected. It is a palpable fact that those schools which are frequently visited by parents take the highest rank. By frequent visits to the school room you show to both teacher and scholars that you are interested in their welfare, and awaken in them an interest which, if properly supported by the teacher, cannot fail of beneficial results.

GARDINER.

GILES BAILEY, J. M. LARRABEE, F. GARDINER, *Committee.*

Of judging teachers upon idle rumors the Committee remark, with an amusing illustration:

It is wrong to pre-judge a teacher; and we can never rightly condemn, till full inquiry, or a personal inspection of a school, has proved him to be unworthy. Too often people listen to the idle stories they hear in the streets, or to distorted accounts brought them by some of the scholars, and make up adverse judgments when a little pains to learn the exact truth would lead them to very different conclusions. We once knew the majority of a district to take their children from school because, as they alleged, the teacher had told the children that God resembled a three-pronged pitch-fork. Inquiry elicited the fact, that, in explaining a classical allusion in their reading lesson, she had told them that Neptune, god of the sea, was fabled as always carrying a trident. The scholars had asked what a trident was, and she had told them that it looked like a three three-pronged fork. Some of the younger scholars, dimly understanding what was said, attempted to relate it at home. The parents hastily judged the teacher to be impious and wicked, withdrew their children, and destroyed the usefulness of one of the most accomplished instructors we ever knew; while a little inquiry at proper sources of information would have satisfied them that all was right in the school-room.

Good signs:

There is one infallible sign of a good school. When the children carry home their books at night, and spend a portion of the time out of school in preparing their lessons for the next day, there is always something doing in the school-room. No considerable number ever do this unless they have a faithful, working teacher.

It is also a very sure indication of a good teacher, that he or she spends some time, out of school hours, in preparing to conduct the recitations of the scholars. No teacher can succeed, who does not study the lessons as faithfully as the pupils are required to study them.

Of dictionaries and maps, wisely:

We need a copy of either Webster's or Worcester's Dictionary in every school in the city. Maps and globes, too, are wanted in several of the schools. A set of Guyot's Mural Maps would be of much service in the High School. A small sum, say a hundred dollars, annually expended for these and similar purposes, would yield rich returns, in the increased facilities they would furnish for illustrating the different branches of study in our schools.

The true object of school education often misunderstood:

People often mistake the object of school education. It is not so much directly to prepare one for any particular business in life, as to give him the general knowledge which will enable him to be useful in whatever sphere his lot may be cast. A boy is designing to become a seaman. He may study navigation, to the exclusion of other branches; but when he goes to sea, he will find that the navigation taught at the schools is of little service to him on the water. Or he may pursue a thorough course

of mathematics, together with the other studies of the High School. When he goes out upon the waters, he will easily acquire the science of navigation, while his good scholarship will make him, not only a sailing-master, but an accomplished man of business.

Book-keeping, as studied at school, is of little account in active life. The time given to it would be better given to general studies. Let the boy become a good penman, a good speller, a good grammarian and a good mathematician, and then book-keeping can be quickly and practically learned in the counting-room. Let mental discipline be acquired at the school, and the practical part will quickly come, when required.

Have not been unmindful of the responsibilities of their position:

The Committee trust they have not been unmindful of the responsibilities of their office. We have endeavored to do our duty, both reminding the teachers of the law, that requires them "to impress on the minds of the children committed to their care the principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance;" and ourselves appealing directly to the minds and hearts of the children, to endeavor earnestly to acquire these virtues in the days of their youth. The result of our labors we commit to a Higher Power.

EDGECOMB.
RUFUS SEWELL, *for the Committee.*

By care in the examination of teachers, the Committee are enabled to say:

Your Committee would here state, that they have given no certificate to any one applying therefor, except, on such evidence and after such careful examination as the law requires, they found him competent to teach and govern the school for which he was examined. And they are very happy to state that those thus obtaining certificates, with few exceptions, have not disappointed our expectations, but have in most of the schools been found competent, faithful and quite successful as teachers. Your Committee have also endeavored so to direct the general course of instruction in the schools that the first principles of all the sciences taught should be thoroughly and clearly understood by the pupils and a good foundation laid for their future advancement in knowledge. And they have also been careful not to overlook the influence which the schools should exert in forming the future character of the pupils in manners and morals, but have called the attention of the teachers to the good and wholesome requirements of the laws of this State, pointing out their duties in this respect, and required their particular observance of those duties.

They note a sad deficiency in the attendance:

From an examination of the registers of the schools, returned by the teachers for the past year, it appears that the average attendance of scholars is less by more than one third of the whole number attending the schools; thus showing a very great degree of irregularity of attendance. This is certainly a very great evil, and the rem-

edy is with parents. They should apply it without delay and see that their children attend school during the whole term constantly, regularly and punctually, and also that they improve their time diligently in study and commit their lessons perfectly.

Bremen.

W. H. Hilton, A. Richards, *Committee.*

The Committee of this town congratulate themselves on the success of their agents; and make other suggestions:

The school agents have, with few exceptions, been remarkably fortunate in the selection of worthy and competent teachers; and it has afforded us pleasure to discover on the part of parents an increased interest in the cause of education. In some districts, however, we are sorry to see a lack of public spirit. In some districts there are no school houses worthy of the name; and we earnestly recommend that new buildings be erected without delay. In the construction of your school houses, care should be taken to make them sufficiently large, conveniently arranged and well supplied with the means of ventilation.

A few words in regard to the choice of agents. In our opinion the prevalent idea that school agents should be chosen in regular order, A acting as agent this year, B next, and so on in rotation, is a humbug. Some men are just as unfit to act as agents as they would be to teach. It would be well to choose those for agents who are interested in the cause of education, and who will exercise due care in the selection of teachers, and look after the interests of the school. We would warn agents against hiring *cheap* teachers; who very often prove too cheap to be good. A short term under the tuition of a faithful, thorough and devoted teacher is far more profitable than a long school kept by an incompetent teacher; for in the latter case the money is uselessly expended, and the scholars contract bad habits which it sometimes takes much care and labor to remove. Many think because a school is in a backward state, almost any one will do to teach it, especially if they can get one *cheap*. Such schools require thorough, systematic teachers, to infuse life and energy into them, and bring them up to the proper standard. If you were desirous that your son should learn a trade, would you place him under the care of an incompetent person from the fact that your son happened to know but little of machinery? Certainly not; and yet such a course would not be more unwise than for you to commit your children to the care of superficial and unworthy hands.

Sidney.

Charles W. Coffin, *for the Committee.*

Reform called for:

The benefits of our system of popular education are not fully appreciated. To be fully enjoyed, there is need of a thorough awakening, attended by a radical reform. To have the entire benefit intended by the statute, needs the *full* and *hearty* coöperation of all parties concerned. To appropriate a liberal sum for the support of public schools, is all very well, but it is only the first step in the right direction. Those to whom God has confided the important responsibility of rearing up a family, of

forming characters for weal or woe, should be careful how they discharge that important duty. It is an important position to hold, to have the training of immortal minds, and society would be the gainer if all who are placed in that position fully comprehended the fact and endeavored to fulfill their mission.

A radical defect :

There is one radical defect in our school system, in the very short terms of school, and the almost constant change of teachers. In most cases, when a school commences, the teacher and pupils are strangers to each other, and it takes some time for them to get fairly acquainted; and about the time they get fully organized for progress, the term closes.

Like begets like :

Again, there is sometimes a disposition to get a *cheap* teacher, and the result is generally a *cheap* school.

How to overcome difficulty :

When difficulties occur in a school, if the parents or guardian of the scholar would with a proper spirit meet the teacher, talk the matter over, and then endeavor to coöperate with him or her, in a majority of cases all might be reconciled. But the parent who upholds the child in disobeying the teacher commits an unpardonable sin. The first and greatest wrong is against the child, the next is against the teacher, and last though not least, against the community, who may expect in due season to reap bitter fruits from such injudicious teachings.

AUBURN.

J. L. HAMMETT, *for the Committee.*

Mr. Hammett regrets the failure of the village district to make an arrangement with the Trustees of the Academy, before it was too late, to unite the public schools of the village with that institution as the High School of the grade :

But the favorable time was allowed to pass unimproved, and the proprietors of that institution have now made such arrangements with the Principal, and so remodeled their building, that a union of that kind can hardly be expected; yet with all the advantages of an Academy in our midst, we still need as much as ever a public High School. There are some scholars who are pursuing High School studies who will continue to attend the Grammar School, no matter what advantages the Academy may offer. This subjects the grammar department to the necessity of having a range of classes, reaching from graduating intermediates to the languages and higher mathematics, and so dividing up the teachers' time as to entirely preclude the possibility of attending with any degree of thoroughness to such studies as bookkeeping, philosophy, and some others, which *should* have a place in our public schools; and also compels them to go over their other classes so rapidly as to forbid the idea of absolute thoroughness in any of their studies.

Is a frequent change of teachers desirable? A *reductio ad absurdum:*

It has been suggested by some, that some of our teachers are retained *too long* in the same school; that the scholars become too familiar with them, and the teachers themselves grow careless and somewhat negligent and impatient in consequence of long continued acquaintance with the same scholars; that when the *committee* are present, of course they make their *best* efforts, but when alone they relapse into their general fault-finding and indifference; that a new corps of teachers would work harder, feel more interest, and the progress of the school be facilitated by a change.

In reply to such remarks, we would inquire in all sincerity. Can a child become too familiar with his parents? Would not a *change* of *fathers* and a *change* of *mothers* about *once* a *year* be for each child's good? Would not the *new* parent, the stepfather or stepmother, take more interest in them than those with whom they have so long been familiar? Who would subscribe to such a doctrine as this? Yet it is no more absurd than the doctrine of *new teachers* so frequently advocated.

Many teachers deficient in knowledge of certain practical matters:

We often hear it remarked by some that many of our teachers are not sufficiently qualified; that their knowledge of business, of men and things, is not sufficient to make them profitable and successful in that department of life; and it has been asserted, (with too much truth too,) by one of our selectmen, that many of them do not know how to make out their bills in proper form, for their services, when their schools are finished. * *. * * Young men have been before us for examination, fresh from academies miles away, who had been over enough of books to be prepared for High School teachers, yet their practical knowledge of measuring wood, surveying lumber, computing interest, analyzing and parsing our common English prose, and giving those natural phenomena which cause day and night. and the changes of the seasons, fell far below the present average standing of *our* first-class scholars in at least twelve out of our seventeen schools.

Quotes Mr. Bradbury of the State Senate, in conclusion:

Give the people education. Build the school house within reach of every boy and girl in the land, if possible. Make men and women, in the true sense of the term, of all the boys and girls now coming up among us, by the right kind of education of the head and heart, and it matters little what taxes you lay upon the people, or what temptations you place before them. Temptation then will never make traitors of them; taxes will not make them poor.

SPRINGFIELD.

OSGOOD N. BRADBURY, *for the Committee.*

The neglect of teachers to obtain their certificates in proper season is illustrated by an example:

The teacher, in one district, has had some experience—having taught *twelve* schools before. But unfortunately, with all this experience in school matters, she

had not learned one of the plainest and most important duties of a school teacher—that of obtaining a certificate before entering school. Your Committee, during the past year, followed the course usually taken by School Officers, and posted several notices in different parts of the town of the *place* and *time* of holding their meeting for examination of teachers. This teacher, although knowing the time and place of meeting, neglected to be present; and on the *very next day*, which was Sunday, notified your Committee that she intended to commence school the following Monday. She was told what the law was, applicable to the case, but saw fit to commence her school nevertheless.

Such things have been allowed in the past on several occasions in this town, we believe; but your Committee wish to say, and to be distinctly understood in it, that hereafter, so far as they take any action in such cases, it will be *strictly in accordance with the law;* and no teacher thus commencing school without warrant of law will be allowed pay for the time they teach under such circumstances. We feel that so plain a provision of the statute, and one of such vast importance to our schools, should not be *thoughtlessly*, much less *intentionally*, disregarded.

An instance of unusual punctuality:

Out of the seventy-four scholars who attended the summer term I noticed that seventy-three were present the first day of the school. Twelve scholars were present every day during the term. Eleven scholars present every day during the fall term, *Five* of these were present every day during both terms, viz: Walter Scott Coffin, Clarence Le Messer, Jacob M. Gould, Egdar M. Drake, Edwin B. Cole. I think it well to notice so much punctuality on the part of the scholars, and place their names upon record before the town. There seemed a determination on the part of teacher and scholars to improve every moment to the very best advantage—a willingness to labor early and late rather than lose a recitation. When scholars become interested in their studies, and make one determined effort to become the best scholars in their classes, there is little danger that they will not learn. Such a school, hard at work, is really a fine sight.

The number of scholars in that school, its character and position, call loudly upon the district for a new school-house. I believe it to be eminently the *duty* of the parents in that district, after their children have, for so many terms of school in succession, manifested so great an interest by their close attention and progress in their studies, to prepare a better place for them to attend school in. The room is not large enough to accommodate the scholars that attend school from day to day. The seats are usually crowded full, leaving no room.

Ten classes in arithmetic were also doing well. So far as they had gone, they were in all cases *thorough*—a most important, but often neglected point. Several classes had been through Greenleaf's Intellectual, Common School and National, and I failed to puzzle them, in asking for the solution of some of the most difficult questions.

Of the kind of education our children receive, Mr. B. thus discourses:

That we need to give a little closer attention to the *kind* of education our children are receiving—not only in the school-room, but at home and upon the street. We all admit the great and overshadowing importance of even a purely intellectual

education. But does not every one know that so far as parents, so far as the child or society is concerned, there is a proper training and educating of the heart, a careful disciplining of the conscience, of ten-fold greater importance than any merely intellectual acquirement. A good man, pure in heart and life, with an intellect well trained and balanced, is the noblest work of his creator. But no ordinary school-room routine will make such a man. His training commences long before he sees a school-room. At home, by the fireside, in the society of parents, brothers, sisters, neighbors, friends, then upon the street, in the store or shop, at the church—everywhere, in fact, where the child meets with others, he receives impressions of some kind. We all admit these facts, but I fear many of us soon forget them.

Rockland.

Alden Sprague, William Wilson, Henry Paine, *Committee.*

On the very important subject of classification, the Committee present their plan. It applies, of course, only to towns where the system of grading is adopted:

Our plan is to allow a scholar three years in the Primary, three in the Intermediate, three in the Grammar, and four in the High School. The child is to enter the Primary School at four years of age, and, if he takes the regular course, he will graduate from the High School when seventeen years old, fitted for college, or qualified to enter into business. It is a regular succession of steps from the beginning to the end. The distance from one grade to another is no farther than from one class to another. It is just as far from the second class to the first class in the Grammar Schools, as from the first class in the Grammar Schools to the fourth in the High School; and so all the way through. Examinations are as much made for passes from class to class as from grade to grade. In this way every scholar in school is brought under the scrutiny of the Committee, and held accountable, either by himself, or his teacher, or parents, for the use which he makes of the opportunity afforded him. We have but one regular examination for passes during the year, which is at the close of the winter term. Scholars who fail to obtain passes then, will have to remain in the same class another year, unless, during the vacation between the winter and spring terms, they attend to study and qualify themselves to pass; in which case, the Committee, previous to the spring term, purpose to give notice of a time and place for examining such candidates, and granting them passes if they are found worthy. The object of having but one examination in a year is to prevent too many classes in schools, or, if not that, to hinder scholars from being admitted into classes in which they are not qualified to be, and where, if admitted, they would retard the progress of the classes and seriously injure themselves. Although this system was not fairly inaugurated until the winter term, its good effects were plainly visible at the close of the schools, in a marked increase of interest among teachers and scholars, more thoroughness in recitations, better classification, and a larger attention to the branches of study, a knowledge of which is required to fit for the next higher step. So near as we are able to judge, we think that at least six times as many scholars, in the Grammar Schools, were studying grammar at the close of the winter term, as were studying it at the beginning of the fall term.

Scholars began to see that if they neglected their studies, or if they did not take up all the branches required to be taught, there was no chance for promotion, and they would have the mortification of seeing their companions outstrip them. It has been customary for scholars to study what they pleased; but this system not only makes them pay better attention to those branches which they choose to study, but it compels them to take up those which are required to be taught in the grade or class to which they belong. Carry on this plan through a few years more, and if there is any ambition in pupils, or pride in parents, or common industry and capacity in teachers, it will produce good scholars.

They plead for a better room for the accommodation of their High School:

Compare the location of our High School building with the beautiful places which surround such schools in other cities. There is not a tree, no lawn, no graveled walks, not a flower nor shrub, not even a fence to separate it from the street, near or around what is called the Rockland High School. Stables and other outbuildings are the most prominent objects in view, and too near to be very agreeable to the olfactories. This has lasted too long for the good of the rising generation, and the credit, growth, and prosperity of the city. Other places of the size and wealth of this are taking strong measures to bring their public schools as near perfection as possible. They erect fine buildings, grade the ground, fence it, and plant trees upon it, cover it with greensward, and make the place as attractive as it can conveniently be made. They do this as a matter of economy as well as public duty. They reason that if the schools are not well sustained, it will cause wealth to flow out of, instead of into, the place. One of our most far-seeing, enterprising, wealthy business men said to us last fall, that he would advise the erection of a fine High School building in this city, as a paying business enterprise, if for no other reason. There are many people here, said he, who wish better advantages than our High School affords. They are wealthy, have no property to restrain them, can move as well as not, and they will and do move, to secure privileges for their children, and their wealth is lost to us. There are others, said he, who would move into the city for a permanent residence, were it not that the standard of our schools and public affairs generally is not so elevated and spirited as it should be. This niggardly policy, said he, keeps those men out. It drives away tenants from buildings, customers from our stores, laborers from our kilns and wharves, and capital from business. It is, in short, that policy which holds a dime so near the eye that the dollar beyond cannot be seen—it is the penny wise and pound foolish policy. With those remarks we must agree, because we know they are true as well as we know that two and two make four.

Of the influence of the school-room on society they justly remark:

Outside of parental influence, there is no power so potent in molding the character of youth as that which is exerted in the school-room. As "the child is father to the man," as the molding of future society is the present work of those who are training the young, too much care and discrimination cannot be exercised by those to whom is intrusted the supervision of the public schools. Set the twig aright, and

the tree will be straight, vigorous and healthy; plant it awry, and deformity is the result. Neglect the schools, and the reward will come in the shape of an increased crop of pauperism and crime; nourish them, watch over them tenderly, support them liberally, and the result will be seen in depleted poor-houses, jails and prisons, diminished taxes, and in a happier and thriftier people. This is the truth of history; individual cases may be found to contradict it, but a comparison of aggregates proves that the most enlightened communities are the most prosperous and happy.

LEEDS.

J. G. GOTT, P. A. BODGE, *Committee.*

The Committee, in noticing the labors of the several teachers, assign the reasons of their success. They thus characterize the labors of Mr. G.:

The teacher has a way of his own, and intends to act up to his own ideas of justice. Knowing it is very difficult to please everybody, he labors to please no one farther than is consistent with his ideas of right, but he works for the particular benefit of his pupils in his own way. This school appeared to be in a very flourishing condition; the scholars were all attentive to study, and good order was observed. The school showed that instructions had been of the right kind, and had been enforced. We learned that there was some difficulty in this school, occasioned by some of the larger boys, who were unwilling to submit to the requisitions of the teacher; and also that some parents were dissatisfied on account of the means used by the teacher in compelling such scholars to observe the rules of school; but we think, from what we have learned, that his course was justifiable.

The good qualities of Mrs. E. are dwelt upon with satisfaction:

Mrs. E. is an energetic and well-qualified teacher. At the commencement of her school, she established good order, and succeeded in maintaining it during its continuance. The school was systematically conducted, and the best endeavors of the teacher were used in forwarding the interests of her pupils. The recitations at both of our visits were conducted in an excellent manner—the teacher being careful to have a satisfactory reason given for the course pursued, and allowing nothing to be neglected which she thought was not well understood. We think that no pains were spared by the teacher to render the school pleasant and profitable to her pupils. Good improvement was made in all the branches studied.

The dignity and firmness of Mr. T. aid in his happy government:

Mr. T. is an able and experienced teacher. He has a dignified and commanding appearance in the school-room; is mild and steady in his government, winning the love and respect of all his pupils. When visited, the school appeared well in all respects.

Another succeeds in spite of a poor school-house:

We noticed that she had especial care for the comfort of the smaller scholars, thereby eliciting their regard for her. Her method of imparting instruction was

very good; and although she labored under the disadvantage of a very poor and inconvenient house, the scholars made good progress.

The energy, firmness and gentleness of Miss Smith are commended:

Miss Smith is an experienced and accomplished teacher. She manifests a great degree of energy in the school-room, and awakens a lively interest in the minds of her pupils, and changes the monotony of the school-room by asking many practical questions, instead of being confined to the text-book. We noticed she was very thorough in arithmetic, requiring a reason for every step taken. She is mild in her government; but so firm and decided that few care to disobey her.

Searsport.

S. Thurston, George Pratt, W. T. C. Runnells, *Committee.*

An effort has been made for several years to unite the three districts of the village into one. The union has been effected between two of them:

Early in the season, the districts known as Nos. 3 and 4 were united in a legal manner so as to become one district, assuming the name of Union District. The object aimed at was to carry out more advantageously the graded system, and secure greater economy in the expenditure of school money. While the results have illustrated the wisdom of the arrangement, it was never supposed that its full benefits could be secured in a single year. In other villages the advocates of the graded system have said, "Give us a five years' trial before you condemn the system." Your Committee have yet to learn the first instance in which any place has abandoned the system after giving it a fair trial.

The whole number of scholars in this district last spring was 329. They have been divided into schools of three grades called Primary, Intermediate and High. There have been four schools, two of them primaries, under instruction three terms, two of them terms of ten weeks each, and one of eight weeks.

The High School, during the fall and winter terms, was taught by a gentleman of liberal education, qualified to teach both the higher English branches and the languages. But he proved hardly equal to the task of governing rowdy boys of the size of men. He had too many such, who had no just appreciation of their privileges, and who seemed more intent on condemning the authority of the teacher and disturbing the school, than improving their education. While some made good progress, the school on the whole was not a successful one. Very little zeal was displayed in the pursuit of study.

The defect in this school was in no way chargeable to the graded system, but to deficiencies in the teacher, and a most reckless disregard of the proprieties of life on the part of some large scholars, who ought to be ashamed of their deportment. Some of the benefits of this system, as already secured, are the better classification of the scholars, and the reduction of the number of male teachers necessary to be employed. There has been saved the difference between the wages of a male and a female teacher. If the entire village were united in one district, it would be necessary to employ but one male teacher.

The old spirit of insubordination which disgraced the schools of a former generation, not wholly exorcised:

The winter term of the school was taught by a very worthy man, who took commendable pains to make the term profitable to the pupils. But a spirit of insubordination soon arose on the part of some of the older scholars, which was encouraged and strengthened by outside interference. Instead of standing by the teacher and strengthening his hands, sympathy was shown to disorderly pupils and an effort was made to eject the teacher. The Committee was called to look into the matter, but while they could have desired evidence of more skill and energy in government, on the part of the teacher, they did not see sufficient cause to dismiss him. This would have encouraged the spirit of insubordination and given triumph to those who merited defeat and repulse. While some of the scholars made commendable proficiency, the school as a whole was seriously injured by the cause above specified.

There is little danger that the attention of teachers and school officers be too often called to the subject of the following paragraph:

The State, with wise maternal care for her young, and for our future welfare, has enjoined by statute that the "Instructors of youth shall use their best endeavors to impress on the minds of the children and youth, the principles of morality and justice, and a sacred regard for truth, love of country, humanity, and universal benevolence, sobriety, industry, frugality, chastity, moderation and temperance, and all other virtues which are an ornament to human society." Is there not just ground to apprehend that this duty of teachers is much neglected? School agents and committees are solemnly bound to regard this law in the characters of persons employed as teachers. Those of corrupt principles or immoral practices should not be employed as teachers of the moral virtues. It is not to be expected that such teachers will attempt this duty; and should they, their character and example will more than counteract their precepts. As moral character and intelligence are the basis of good citizenship, the welfare of the republic demands that not only the intellect but the moral sense of the young should be most carefully cultivated. Grave responsibility rests upon us as the parents and guardians of the young to see that our schools train skillfully, not the intellect merely, but the conscience and heart also.

STANDISH.

A. W. WEEKS, CALVIN CHAPMAN, LEANDER MOULTON, *Committee.*

The question of employing female teachers for the winter schools has been put to practical test in many of our towns, with results varying according to circumstances. The Committee of this town express their opinion as follows:

A comparative review of the four winter schools taught by mistresses raises, but does not answer, the question, whether it would be well to increase the proportion of these teachers in our winter schools. Their number has recently increased from year to year in the State. The following argument in their behalf is very plausible: "The

quicker sensibilities and livlier affections natural to woman adapt teachers of this class in a peculiar degree to the work of instructing young minds. There may be now and then a few large advanced pupils who might receive more benefit from a male teacher of superior qualifications; but, considering that by the sole employment of female teachers, several weeks might be added to the yearly length of the schools with the money now raised. That for half of the children, at least, female supervision would be preferable; and that for nine-tenths of the pupils, it would be equally as good; and that a teacher tried and found to be of superior excellence and adaptation for a particular school, might be retained for several terms in succession by this means, therefore they should be generally employed in winter schools." But as the smaller scholars are particularly cared for in summer, the *larger* ought to be particularly cared for in winter. A master may do more for a few large scholars needing a master, than a mistress would do for twice the same number of smaller scholars. It is very hazardous to place some scholars under any government but that of a physically as well as intellectually able master. We are confident that no very decisive gain has accrued from female teaching the past winter. The preferableness of either class of teachers to the other depends upon the various circumstances of the case. But care should be taken by agent and district not to violate the following provision of State law: "A school district, at a legal meeting, may determine what proportion of their school money shall be expended for the support of a school taught by a female, and their agent shall expend it accordingly. But if one-fourth of the votes present, and voting, dissent from the decision of the majority, not more than one-third shall be so expended without the written assent of the Superintending School Committee."

A very important point in the teacher's influence upon his school is set forth in the following remarks :

The worth and importance of exemplary, conscientious integrity in teachers cannot be over-estimated. Of one of the most eminent teachers in one of the highest seminaries of our country, a pupil, who at length became his associate, declaring himself charmed with him, said: "He is ardent and enthusiastic; frank and honest in an unusual degree. If he is ignorant on a particular point, he says so plainly. The eulogizing and imitating learner became as charming a pattern himself; and *his* imitators have *their* imitators. One of his memorable sayings was: 'I make it a point, if I perceive I have committed a mistake in this class, to acknowledge and correct it the next time I meet them; and I consider this due to truth, as well as the best way in the end to gain their confidence.' Such teachers are worth more than their wages—more than their weight in gold."

On the other hand, those who are untruthful and unconscientious, persisting in mistakes and errors knowingly and willfully, are worse than worthless. Their moral character, temper, disposition and influence are the opposites of such as are suited to the vocation of teaching. Years ago, a scholar, who very respectfully illuminated a blunder of his teacher in pronunciation, by spelling the word and giving the true pronunciation, was verbally browbeaten by him before the school and several scholars remaining after school. But subsequently he said to the scholar in private : "You were right the other day about that word, and *I knew it ;* but I always make it a principle never to give up to a *scholar.*" No one need be told how low that teacher sunk himself in the scholar's regard.

Of the principle discussed in the foregoing paragraph, the Committee make a further illustration, with a few stripes by way of correction:

A gross error of pronunciation by one of the teachers now reported having been indirectly and delicately corrected by the Committee, the teacher is reported to have subsequently directed his pupils to set aside the opinion of the Committee, and abide by his pronunciation as the true one. At the examination of the school there was no whole dictionary in the house; and certainly, during the term, there had been no whole *teacher* there. Mistakes and errors in teachers are bad enough; but willful persistence in them deserves to be beaten with many stripes. Such dignity and glory are baseness and shame. To say nothing of the law of God, an express provision of the statute requires all instructors of youth to use their best endeavors to impress upon the minds of the children and youth committed to their instruction the principles of morality and justice, a sacred regard for *truth* being the first specification.

"The less in every study scholars learn,
While morals languish, a despised concern."

WINSLOW.

JOHN DINSMORE, *Chairman of Committee.*

Such commendation as the following should be much more frequently bestowed, on similar grounds:

This district is deserving of special commendation for the noble course it has taken in the erection of a new school-house. Instead of trying to patch up the old one, which, though not very old in years, was so in appearance, and like many others in town, far from being what a good school-house ought to be, the members of this districts resolved to have a new one and a good one. And they have a building now that is an honor to the district, and speaks well for their energy, wisdom and good taste. It is the only one in town that approaches the idea of a *model* school-house. It was erected at the cost of about $600. $500 were raised by taxation, and the balance was contributed by members of the district, the ladies even sharing in the good work; and where is there a good work in which the ladies do not have a share! This house has ample black-boards, outline maps, conveniences for proper ventilation, good recitation seats, ante-rooms with hooks on which the scholars can hang their hats and clothes, a wood-box, a nice yard fenced off as a play ground, and ornamental trees set about it, a wood-house, and other conveniences. Who does not say that it was a good investment, and will pay a large per cent. of profit in the education of the children and youth of that district. The house was dedicated Nov. 27, 1863, with appropriate and interesting services.

An exercise in vocal music is conducted with success:

I am happy also to speak of an exercise in vocal music daily in this school. It is said that "harmonious voices produce harmonious feelings." If this be true, would it not be well to introduce this kind of exercise into all of our schools? It certainly

has a powerful effect to promote good order in school, and tends to diffuse a spirit of cheerfulness, and make pleasant and varied that which would otherwise be monotonous and dull. It also strengthens and gives tone and vigor to the voice.

A ludicrous and unfortunate state of things:

District No. 10. But few districts are able to have two schools at the same time, unless they are unusually large or graded, yet this district enjoyed this privilege the past summer, one school reporting six and the other two scholars in attendance. Miss S. J. Webber and Miss Sarah F. Learned were the teachers—the wages of the former being $1.60 per week, and of the latter $1. Miss Webber's school commenced first, and in her father's house, he acting as agent. The day I visited that school, I was informed by a member of the district that Mr. W. was not lawfully agent, and that another man had been chosen and duly qualified at a meeting held that very week, called by a warrant from the Selectmen, and that another school would soon be set in operation, and I should be called upon to stop the one I had visited. After a short time I was notified by the new agent, Mr. Albert R. Smiley, that another school had commenced in his house. I looked at the law with regard to choosing agents, and consulted with the other Committee, and we came to the conclusion that if Mr. Webber was not the legal agent at the time his school commenced, then that school was nothing more than a private school, and we could have no jurisdiction over it; but if he was agent, then there was no reason why we should stop that school simply because another had been started in opposition. I decided, therefore, to visit both schools, and let the members of the district settle the matter as they thought best. I have been informed that both schools have been recognised and have drawn their money, and that Mr. W. was admitted to be the lawful agent till another was chosen, and having set up a school, no one had the authority to stop it but the Superintending Committee. This was an unusual case, and could not have occurred had there been a school-house in the district. There has been no winter term of school in this district; having had so much schooling last summer, we suppose they thought it not necessary.

Mr. D. makes a startling statement in regard to the attendance in schools of Winslow. A similar story might be told of many other towns:

Our schools, both in summer and winter, are composed mostly of small children, and I have been led to inquire, on visiting some schools, Where are the large scholars? Have they all gone to the war? This has induced me to ascertain what proportion of the scholars returned annually to the Assessors to draw money, are found in our schools. Last spring the number of scholars returned was 660, the average attendance in the summer was 250, and in the winter 315. Thus you see that not half of our scholars regularly attend school. Look at this district in the village, No. 2. It returns sixty-three scholars, and yet the average attendance in summer was twenty, and in the winter twenty-six. No. 18, on the other side of the bridge, returns fifty-nine scholars, and the average is twenty-six and twenty-eight. Where are the scholars? Do they attend school out of town? Only a few of them. Ought not something to be done to compel parents to keep their children in school more constantly? The boys of to-day will soon become men and enter upon the

active duties of life. They will become voters and actors in all public interests. There are those among them who will hold high and responsible offices—who will serve as jurymen, and will have charge of the business of the towns in which they may reside. In social life, their influence will be even more extensively felt. Is their education of no importance? Shall they be permitted to attend school when they please, and when they do not, loaf around the stores, depots and other public places? If they are not educated in the school-room, they will be in the streets, and they get such an education as fits them rather for the State Prison than to be good citizens.

Bristol.

Wm. L. Brown, *for the Committee.*

But a small part of this report is devoted to general remarks. Mr. Brown congratulates the town that a large proportion of the teachers employed are residents of the town; reports a want of comfortable and commodious school-houses, and exhorts the people to remedy the evil. We take the following paragraphs from his remarks in reviewing the separate districts:

The discipline of the school was hardly sharp enough to overcome the idleness of some of the scholars, but fair progress was made.

This school requires an active teacher, many of the scholars needing to be spurred as well as led, and with such a teacher it has in it material for an excellent school, provided there were a decent school-house; the one now used being a reproach to any Christian district.

The studies were thoroughly mastered. Great credit is due to the teacher for her faithfulness. Her worth cannot be over estimated. She has demonstrated the fact that a female teacher can be successful in a winter school.

The large boys gently rapped:

It is to be regretted that too many of the large boys yearly fail to be interested in their studies. The teacher is not responsible for this failure. The school was made attractive, and all who desired to learn were favored with a good opportunity.

Buxton.

S. S. Milliken, Wm. Jordan, Geo. W. Whitney, *Committee.*

Parents are earnestly exhorted:

Parents should make their children feel that wealth, position, honor, happiness, everything that is worth having, is dependent on education. Feel as you would have your children think you feel. Know where your children are and what they do. Let their stay with schools, teachers and books be continued as long a time as possible.

The happy effects of a new school-house noted:

This school has been unusually interesting this term, and good improvement has been made; such as might be expected in removing from that old, unhealthy brick

box, to a suitable, neat and well ventilated house. And we will say for the credit of this school, that on examining the house on our last visit we did not find upon it the cut of a penknife, nor so much as the scratch of a pin.

An improvement in one of the most important matters of school instruction:

We were very much pleased with the advancement of this school, and more especially in reading. Miss M. made it a point that her scholars should prepare themselves for their exercises in reading as thoroughly as for any other exercise, and consequently they took an interest in reading which we do not see exhibited in many schools.

Lewiston.

N. M. Wood, A. K P. Knowlton, Nelson Ham, *Committee.*

The report of this Committee indicates more than usual watchfulness over the school interests of the city. They speak thus of their care in the selection of teachers—an example which should be more carefully imitated in other towns:

We have exercised great care in the selection of teachers. At the beginning of the year two public examinations were held, and after a thorough testing of the acquirements of the numerous candidates, and a thorough scrutiny of their antecedents, a choice was made for teachers for the various schools of those thought to be best fitted for the several positions.

The same course was pursued in selecting teachers for the winter schools. If in a very few instances those selected have failed fully to meet our expectations, in others they have exceeded them. It would be too much to expect of a Committee, that in the selection of forty different teachers, they should make no mistake; and yet we are able to say that no school has proved an entire failure, and we believe that in no year has Lewiston had a corps of teachers among whom was found so little incompetency as in the year 1868–4.

This care in the selection of teachers has been followed up by a corresponding care in the supervision of their schools, and by the natural results of such fidelity:

Having taken special care in the selection of teachers, the Committee have also given close attention to the supervision of the schools, visiting them from three to ten times each term, according to the necessity of the case. That very much more time might have been spent in this work to the very great advantage of the schools, the Committee have very well understood; but they have done what they conceived their duty under the circumstances.

In addition to these visits, all the schools have had, at the close of each session, a thorough examination, at which sometimes one, generally two, and frequently all of the Committee have been present. We have attended seventy-two examinations during the year.

By this close attention to the schools we have been able to form a pretty correct judgment respecting their progress and the efficiency of the teachers. And we are

happy to be able to state, that with few exceptions, we have been well satisfied with the results. There have been some cases of comparative inefficiency, against which we can easily suggest a protection for the future.

The order and discipline of the schools have been generally good; in most of the schools excellent. Very few instances of insubordination have come to our notice, and these have been promptly attended to. The authority of the teacher has always been supported.

Much less dissatisfaction has been expressed on the part of parents than perhaps might have been reasonably anticipated under the new order of supervision; and whenever it has been manifested, it has been met with a spirit of conciliation and firmness. The purpose of the Committee has been to consult the wishes of the parents, so far as they could and maintain the best interests of the schools.

A want of the High School beginning to be supplied:

Hitherto the school has suffered, in comparison with others of a high grade, from the lack of philosophical and chemical apparatus. The Committee have begun to provide for this lack by the purchase of a fine set of apparatus, to which we hope additions may be made in future years. In consideration of the character of the pupils which will attend this school, the Committee have felt called upon to invest a small amount in this manner, and are well satisfied that the benefit which will accrue therefrom to the school will exceed in value, many fold, the interest of the money.

Right views in regard to the importance of Primary Schools:

The Primary Schools are lowest in the grade, but by no means the lowest in importance. It is in these our children commence their school life. Here they get their first ideas of school discipline; here they learn how to study, or, at least, begin to learn; here they get impressions which may essentially modify all their career as students, creating within them a love for the acquisition of knowledge, which will lead them on up the pleasant paths of learning to the very summit, or begetting within them an intense disgust for tasks to be learned, which will make them hate the very sight of a book. In these schools, we believe, love rather than the rod should be supreme, and yet we do not belong to that class of moral suasionists who discard the old adage sometimes attributed to the wise man: "Spare the rod and spoil the child." Authority must be maintained, even though the rod is of necessity called into requisition.

Economy without meanness in the expenditure of money:

In expending the money intrusted to them, the Committee have sought to practice economy without meanness. They have wished to do what in their judgment was demanded of them as Trustees to whom were committed the educational interests of the city. The salaries paid to teachers in many cases have not been equal to those of teachers in similar schools in other cities, and in consequence we have lost the services of some whom we highly esteemed. This, we are convinced, was an error which ought to be avoided in the future. If we would have the best talent in the instructors of our children, there is one way to obtain it, and that is to pay for it at the market price. The office of a faithful teacher is a laborious one, and deserves a generous remuneration.

Increased appropriations necessary:

It is our opinion that it will be necessary to increase the wages of some of our teachers the year to come, not only that the services of those best qualified may be secured and retained, but also because of the advancement of wages in all departments of labor. No doubt an abundance of teachers might be obtained for all our schools at a rate of wages far below even that paid the past year, but cheap teachers are costly servants to their employers.

To provide, therefore, for schools equal in length and value to those of the year now closed, there will be needed a fund somewhat larger than that of the past year. The city will receive probably $500 less from the State School Fund than heretofore. To make up this loss, and provide for the necessary increase in the expense of the schools, at least $1,000 must be added to the appropriation of last year, and this amount we recommend to be added.

Children must not be starved on account of the war:

The great increase of expenses on account of the war, is sometimes urged as a reason for cutting short the appropriations for the schools. With no wise man will this have weight. Do we give our children less to eat because of the war? Do we give them less clothing? Shall we give them less opportunity for education? Nay, rather more, that they may learn the better to comprehend how intimately their duty and their interest are connected with the support of that government and institutions for which we fight.

The consolidation of districts is appropriately urged:

A few weeks since we were allowed to present to your Joint Committee on Schools our views upon consolidating into one the several districts in the city. We are happy to know that these views met your approval, and that measures have been taken by your body for the accomplishment of so desirable an object. That the interests of education will be promoted to a very high degree by such a measure, we have not a shadow of doubt. It will open our High and Grammar Schools to pupils from all parts of the city, who shall, on examination, be found prepared to enter them. This is simple justice. Why should a citizen, whose residence is in Pine Woods District, and who pays according to his property equally with others in District No. 2, for the support of schools, be by law debarred from privileges which his fellow citizens at the centre enjoy? If he selects his place of abode at such a distance from the higher schools that the expense of sending his children to them will be much increased, that is a matter of his own choice; but if he prefers, for reasons satisfactory to himself, to incur that expense, ought he to be forbidden the privilege? In justice, no.

But the benefit of consolidation will not be confined to those pupils alone who shall be admitted to the higher schools. It will bring all the schools largely under the influence of the graded system, and both teachers and pupils will be stimulated to increased thoroughness and faithfulness by the connection.

YARMOUTH.

JAMES BATES, DAVID SHEPLEY, BENJAMIN GOOCH, *Committee.*

After a careful and discriminating review of the several schools in town, many of which were visited oftener than the mere demand of the law, the Committee, through their Chairman, make valuable suggestions on important points, not the least of which is that of uniting and grading the village districts:

In most of our districts no other method of grading schools is observed except by the ages of pupils. Every one must be aware of the inconvenience of this mode. Scholars are in this way often placed in schools costing fifty dollars per month, who could be equally well instructed in one costing less than half that sum. The time of the teacher is thus diverted from its proper object, which should be to instruct those requiring a higher grade of talent. It is often said we live in an age of progress. If this be true, the time must come when the three districts in the village will be formed into one, for the purpose of properly grading our schools, and placing our scholars under the care of those whose qualifications are best adapted to the attainments of each individual. When shall that time be? Is it not time the ball were put in motion?

Perhaps we shall be told we have an Academy where all the branches are taught which would be in a High School. We may be permitted, however, to ask who pays for children who are not able to pay? Academies have their own place, and do not necessarily conflict with, but may assist common schools. In case of a conflict of interests, however, common schools must ever be held to have the first claim on the support of all good citizens.

The following remarks upon the *virtues* of order and neatness are more important than some persons may at first suppose:

In some schools and school-houses there is great inattention to neatness and order. We are aware that these habits can nowhere be so well formed as in the family. Still something may and should be done by precept and example in our common schools. "A place for every thing and every thing in its place," is as proper in the school-house as at home. There can be no excuse for having a school-room and its closets exhibiting the disorder of an auctioneer's shop. Wherever such is found, we feel warranted in thinking somebody is wanting in a sense of propriety.

The Committee speak of the advantages arising from frequent calls interspersed between their regular visits:

In last year's report mention was made of the supposed advantages arising from calls without notice. Your Committee are of the opinion that some schools this year have been made greatly more useful by these calls. It is even possible, that in one or two instances, they may have prevented a useless waste of time and money.

The young teacher needs encouragement, advice, and in some cases even direction, which most such teachers are willing to receive and follow. Believing the Committee to be their friends, animated by desires similar to their own, they are willing to listen to frequent suggestions made at these visits.

WELD.

A. C. HOUGHTON, A. D. RUSSELL, WILLIAM J. PHILLIPS, *Committee.*

This Committee indulge in but few miscellaneous remarks. The single paragraph which introduces their report, I am happy to perceive, represents the pervading sentiment of the reports generally:

In presenting our Annual Report, we come directly to the schools which have been in operation during the past year in our town, feeling assured that even with the pressure of unusual duties which engross your attention, consume your time, and claim your money in connection with the national defense, that you will not forget the interest of our common schools, which contribute so largely to the intelligence and patriotism of the people, and constitute so important an element in the permanent basis of our free government and its institutions.

Large scholars commended:

Mr. R is an experienced teacher, and his untiring efforts in this large school were very successful. All the larger scholars in this school were cheerfully obedient and constantly attentive, which has been a noble characteristic of this school for many years past. We were gratified at the close of the school to learn that the instruction had been thorough and systematic. We think a better reading class of the same number, in one school, cannot be found in this county.

SHAPLEIGH.

ENOCH W. BODWELL, ALFRED HULL, SAMUEL ALLEN, *Committee.*

The town congratulated on the success of their schools, and urged to continued effort for their perfection:

We are happy to say that our schools have been supplied with competent and energetic teachers, and have made a commendable degree of advancement; yet much remains to be done before they can be brought to that degree of perfection which their importance demands. And this duty, parents and voters, devolves upon you.

While we watch with deep interest the conflict of our contending armies, and are laboring to fill their constantly decreasing ranks, the duties we owe our children should not be forgotten; and although the great expenses of suppressing armed rebellion may compel us to entail upon them a great national debt, let us not entail upon them the burden of ignorance also. Burdened as we are by taxes and the great expenses of obtaining the necessaries of life, it is true that the strictest economy is demanded; yet, in our opinion, we should not deprive our children of the means of obtaining a good education.

Of school-houses and school districts:

Citizens of Shapleigh, look at your school-houses. Are they suitable buildings in which to educate your children?

Travelers judge of the intelligence of any community by the appearance of its school-houses. Will they not form a low estimate of the intelligence of the inhabitants of this town, if they apply that test in passing through most of our school

districts? In order that scholars may make the greatest amount of improvement, the house must be properly warmed, the scholars must be comfortably seated and surrounded by furniture which presents a neat and pleasing appearance. Not a school-house in town has these necessary arrangements, and many of them are scarcely superior to the barns in which our cattle are kept. Scholars will make little improvement and will have little of that respect for themselves which every scholar should have, while they are kept in such miserable pens.

Your Committee are of the opinion that the usefulness of our schools might be very much improved by reconstructing the school districts of the town. Several districts are composed of three or four families each, and consequently the schools are so short as to be almost worthless. These districts should be discontinued and annexed to other districts.

Against political and sectarian animosities the Committee wisely remonstrate:

Want of harmony among the citizens of the districts has, in some instances, proved highly injurious to our schools. Party prejudices and personal animosities should not, for one moment, be allowed to enter our school-rooms. There we have a common interest in which there is little difference of opinion, and no personal disputes should be permitted to extend their damaging effects into our schools. If teachers are employed who are not competent, or who are unfaithful in the performance of their duties, they should be removed by the legal process, and no acts of violence against the teacher or district property should be attempted. Evils are never removed in this way, but rather increased.

KENDUSKEAG.

CROSBY CLEMENTS, E. F. NASON, WM. YOUNG, *Committee.*

After detailing the circumstances of an unhappy difficulty, resulting in the dismission of a teacher as "unprofitable," the Committee urge the necessity of greater care in the selection of teachers:

In the selection of teachers our school agents should exercise the utmost caution. No consideration of mere favoritism or relationship should exert the least influence, and even the wages is a matter of minor importance. Be sure to secure the services of the best to be had, making but little account of the price paid, for second-rate teachers always cost dearly in the end. "Milk and water schools are unprofitable. We want live teachers to make live scholars, and live schools to raise up live men and women. A dull, sleepy, slow, moping teacher will dampen the warmest ardor, and blunt the keenest, brightest intellect; while a real live teacher will increase the ambition and energy of the ambitious and energetic, and infuse life and spirit and thrift into the dullest scholars."

Important qualifications to be regarded:

In examining the qualifications of teachers, there are some points extremely difficult to be determined without actual trial. A suitable temper and disposition and

tact to teach are most important, and, in the case of an entire stranger, not easily decided upon.

Now, "we would rather know what a teacher would do to interest a naturally dull, careless scholar, than to know he could solve a difficult problem in Algebra. We would rather know how he would direct the mind of a mischievous boy than know how he would analyse a difficult grammatical sentence. We would rather know that a teacher commands the respect and esteem of his scholars than that he was thorough master of all the English studies. The latter is desirable in a teacher, but the former is indispensable to success in teaching."

An important duty of the Committee:

The duty of Superintending School Committee to dismiss teachers who are found incapable or unfit to teach, or whose services they deem unprofitable to their schools, is a very just and plain provision of law; nor can we look upon attempts to thwart or intimidate such officers in the performance of their duty (painful as it ever must be) as other than a spirit of disloyalty, an embryotic rebellion, which, if fostered, must ere long produce its bitter fruits. Order and good government in our school affairs will become a thing of the past, and anarchy, confusion and ruin soon follow. As law-abiding, peace-loving citizens, let us, therefore, yield to those whom we invest with authority till we are quite sure they are wrong, and even then, would it not be better to "bide our time," and, on a proper occasion, fill their places with better men? Ever keeping in mind that "haste makes waste," and that time solves many difficult problems, reconciles serious misunderstandings, and brings "order out of chaos."

GILEAD.

A. F. MASON, *Chairman of Committtee.*

The following remarks on the subject of studies pursued in the schools of this town are applicable to other towns as well:

In regard to the *studies pursued*, it is a fact that more time is given to written arithmetic by those who are not well advanced in other branches than is profitable. Mental arithmetic is much the better for exercising young minds, and it is of much more practical advantage in life. Yet we frequently see those who can repeat the rules, and perform many of the difficult examples in written arithmetic, puzzled with a very simple question in "*reckoning*," as it is called. This should not be. All scholars, even the large ones, should be exercised frequently in intellectual arithmetic; and especially should those who are very poor readers and spellers, as many scholars certainly *are*, who have pored over their arithmetics for several winters, lay aside those arithmetics, and, with the "little scholars," or alone, learn to *read* and *spell*. In this respect, there is great need of improvement. Let teachers see to it that they teach their pupils to *read* and *spell*, whatever else they do or leave undone. Every young person has a right to complain if he has not, after attending school term after term, an accurate knowledge of these first essentials of learning. We would suggest more frequent exercises in these important branches in every school; and if *spelling matches* between the members of different schools could be brought into

fashion, they would no doubt be of great advantage in stimulating to greater effort those who might engage in them.

Another study, which we think is too little attended to in our common schools, is *English Grammar*. The young person who leaves home after his school days are past, would certainly feel a satisfaction in being able to write a simple business letter which should be grammatically correct. This ought to be the case with every one who enjoys the school privileges of the present day, but we are sorry to say that it is not. Let more importance be attached to this study both by parents and teachers.

Of not less importance, in its place, is the study of history, of which the Chairman says:

The Superintending School Committee should examine candidates for certificates in this particular, although it is very seldom studied in the schools of our town. Now we deem it of great moment that those who are growing up to manhood and womanhood should possess some knowledge of *history*, at least, of that of their own country. How otherwise can they be prepared to act intelligently as citizens? The free ballot, which is characteristic of our country, ought to be so honored by our people that they should strive to qualify themselves by some knowledge of the history of their own and other nations, to act with wisdom the part which they take in the affairs of government. And how else shall this knowledge be acquired by the mass of young people, except it be by study in the common schools? We would recommend, therefore, that teachers labor to introduce this study more generally into schools, and that parents encourage them in so doing.

Damariscotta.

W. H. Evans, Arthur S. Chapman, *Committee.*

A leading source of trouble in our schools is set forth by the Committee in terms none too plain:

Nearly all the troubles in our common schools arise from want of co-operation on the part of teachers and parents. Usually there is no sort of communication established between them. The parents do not seek an acquaintance with the teacher, and he on his part does not like to intrude. Still further, the parents know little or nothing concerning the conduct of their *own* children at school. These are the simple facts. Now while such a state of things exists, no school can ever secure a permanent standing above mediocrity. Perhaps it is not generally known that every faithful teacher keeps a record of each scholar's standing as regards recitations, deportment and attendance. This record is open to the inspection of all interested parties. You have but to visit the school-room, look upon the record, and there learn the standing of your children, and judge if anything further is needed of you to enhance the value of the school. If the record is good, your children should have the satisfaction of knowing that you have taken pains to learn it; if not, you ought to apply the remedy.

Whenever, in your judgment, a school is unprofitable, the scholars appearing to take no interest in their studies, and you are plainly satisfied that the fault rests wholly with the teacher, by no means withdraw your children, or commence anything like a system of petty persecution, for this leaves him no opportunity to vindicate

himself; but present the Committee with the facts bearing in the case, leaving at home all mere child's stories. Bring forward a specific charge against your teacher, and evidence to sustain it, or let the matter alone. At the same time, to be consistent, you ought to show the same zeal in sustaining a good teacher that you do in getting rid of a poor one.

Progress in grading the school in District No. 1. Course of study marked out:

During the year, by the assistance of some of the teachers in District No. 1, we have laid out a course of study for the schools in said district, which it would be well to adhere to in all coming time. The course in one involving a period of study for nine years—three years in each of the schools. This is the best we could do, considering the materials we have to work with. It would be desirable to complete the course to have a high school; but as we have no such school, we could lay out no such course. To make this system efficient, it is very much needed that we should have permanent teachers in each of these schools.

A union of districts wisely recommended, and the employment of female teachers:

We recommend that Districts four, five and six unite. They are now unprofitable institutions, but taken together, they would make a pleasant school of about thirty-five scholars. School House No. 6 might be made to accommodate them all. The sums now annually expended on the several teachers would be amply sufficient to hire a competent and experienced teacher, and allow a longer school than these districts now enjoy. First, the school would be more profitable; second, it would cost less to sustain it.

As matters now stand in regard to these districts, we would suggest that a female teacher be employed in each of these schools in winter. A female teacher of superior qualifications can be hired for less money than is generally paid for an ordinary male teacher.

The Committee remind the Agents and Selectmen of neglected duties. Such complaints might be adduced from the town reports in numbers without number. We give only here and there a specimen:

We have thus, fellow citizens, endeavored to portray faithfully the merits and demerits of the several schools under our supervision. We think that they have been managed as successfully and as profitably to the scholars as in past years. That all have not come up to our expectations is not to be wondered at, considering the many disadvantages attending our school system, arising from defective legislation and neglect on the part of those connected with the schools to comply with the legal requirements. In this connection, we would call the attention of District Agents particularly to the following section of the law: "If any Agent neglects to give written notice to the Superintending School Committee when any school in his district is to commence, whether it is to be kept by a master or mistress, and how long it is to continue, he shall forfeit one dollar for each day the school is kept before such notice is given."

The Selectmen should, as early as possible, ascertain the exact amount of money appropriated to each district in the town, and place such information in the hands of the agents, on the first opportunity. It is bad policy to run a school by guess, and wind it up suddenly, as in District No. 6.

HARPSWELL.

P. A. DURGAN, HENRY BARNES, JOS. W. DYER, *Committee.*

In closing the review of their schools, the Committee raise the question, "Why are not our schools better?" They assign, in reply, the following reasons among others:

Many of the districts should have better school-houses, even if it does cost something. It will not be money wasted, as many suppose. These old houses are yearly taking a portion of the school fund for repairs, thereby shortening the schools.

Parents should see that their children attend regularly, and not keep them at home half the term, and then find fault because they do not learn well. They should also go themselves and visit their school, and see how their money is being expended. If the teacher is doing his duty, encourage him; and if not, urge him to do so by your suggestions or advice. At any rate, do not pass judgment upon his mode of instruction, which you have never examined.

Next, our school laws are by many disregarded, and that, too, by agents for whose rule of action the laws were made. Your Committee have been able to visit some schools only once, because the agents failed to notify, as required by law.

Teachers also fail in not complying with the law's requirements. They sometimes fail to return their registers in due season, thereby preventing the Committee from giving a full report. Agents should take care not to pay teachers for their services, unless they have filled their registers as the law requires.

Another deficiency is a want of proper studies; and among the more advanced scholars, history claims our first attention. With few exceptions, you may enter any of our schools, and question the scholars concerning the most important events in our country's history, and they cannot answer. This is not as it should be. Every person should be acquainted with the history of his own country. The course we would recommend, is to introduce Quackenboss' History as a reading book for the advanced classes. Several of the schools in town have adopted this plan during the past winter with admirable success.

A caution to teachers:

We cannot close without a word of caution to teachers against commencing school without a certificate from the Committee. Instances of this kind have occurred during the past season. In such cases the Committee do not feel justified in visiting the school; besides the law requires a forfeiture of the teacher's wages for every day thus taught. It is hoped that in future this point will be regarded with strict observance.

Our schools have generally been harmonious the past year. Not one instance has come under our observation of serious difficulty between teacher and scholars. So far, so good. But this is not all. To be harmonious, is one thing; to be profitable,

is another. Some schools are quiet in their appearance, but unprofitable, because the teachers are not interested in their work. To such we would say, Go home at once; the school room is no place for you. Never offer your services as teachers unless you love the work.

TOPSHAM.

A. D. WHEELER, W. JOHNSON, F. ADAMS, *Committee.*

Of the school-houses in town, the Committee remark:

We would be glad to report them all as "convenient and in good order." But we cannot do so in opposition to facts, and the facts are not of a kind to justify us in applying this description to all. Next in importance to having good teachers, are good accommodations and pleasant surroundings. And if a proper interest is felt on the part of parents in the education of their children, none of these things will be long neglected.

Some districts are too small:

In several of the school districts of the town the number of scholars is insufficient for a separate organization. There is necessarily wanting that stimulus to effort, and that quickening of intellect which is the result of numbers and of mind acting upon mind. There is also this further disadvantage. If there are good teachers, there must be short schools; and if poor teachers are employed, it might perhaps be better if there were no schools at all. Experience in this latter case has often proved that the shorter the school the better. The Committee are unanimously of the opinion, that if there is any practicable way, it would be for the advantage of these very small districts to become united in one.

Something to awaken new interest:

The Committee were desirous that something should be done to increase the interest of the scholars generally throughout the town in certain important branches of education, which, it was feared, were becoming too much neglected; and accordingly it was suggested to several of the teachers that a spelling school, at which all the schools in town, if they were so disposed, should be represented, might prove of advantage in the promotion of this object. Such a school was brought together towards the close of the schools on two different evenings—once at the High School and once at the Baptist Church. And although the whole affair was suddenly extemporized, and intended merely as an experiment, yet it was so far successful that it would be well to repeat it perhaps with some variations and improvements during the next winter.

Another suggestion is made:

There ought to be in all the schools in town some of the more simple kinds of apparatus, and some of the more important books of reference, such as dictionaries and gazetteers; and it would not be difficult to obtain them in the larger schools, at least, if the scholars themselves would set about it by concerts or public exhibitions, and other means within their power. Let a few books be obtained in this way for a beginning, and they might gradually be increased till they become valuable libraries.

Important considerations in conclusion:

Every parent who desires to promote the best interests of children; every individual who desires the advantages of good neighborhood; every person of property who wishes to secure it from the depredations of an ignorant, degraded and lawless populace; every poor man who hopes to better his condition, and to gain a higher elevation; every true patriot who wishes to preserve the liberties of his country; every philanthropist who would bless and elevate his race, is directly interested in this subject, and should be willing to do his part in advancing the cause of universal education.

Brunswick.

A. S. Packard, L. Townsend, T. J. B. House, *Committee.*

The Committee do not make extended remarks upon general topics, confining their report to the several schools. The following brief suggestions are transferred from their report:

These schools have been successful during the year, and deserve all the commendation which has been heretofore bestowed upon them. But one case of discipline has occurred, requiring the interposition of the agents of the districts or the Committee of the town. One exception to good discipline ought to be made, which attracts the notice of visitors from abroad; we refer to the abuse of the High and Grammar School building by the pupils. Such outrages should be carefully guarded against, and the offenders be severely punished in some way. At all events, they should be arrested for the credit of the school and of the town.

The Committee repeat a suggestion heretofore made, we believe, more than once, that it would be a public good if the town were to pass a vote adopting the law of the State regarding truancy.

Insubordination and its consequences:

The first part of the term was nearly lost to the school, in consequence of insubordination. The teacher was wanting in force and tact. The term was finished by another teacher. The Committee, a few days after he took charge, made a visit, when an entire change in the appearance of the school was noticed. There was no disorder—pupils all seemed to have something to do, movements were regulated by a bell, and the general order and management was better than have before been seen in this school. This transformation was effected by good tact, and kind, yet firm dealing with the case. The Committee made a second visit on what, through mistake, they supposed was the last day of the school, but were a day too late.

A library authorized by State laws:

By the laws of the State a district is empowered to raise a certain amount to establish a district library. The people of this district during the past year have laid the foundation of a valuable social library now consisting of several hundred volumes. Such a plan for the social welfare of this district deserves this public notice. In future years there will arise those who will bless the names of those who have been active promoters of this scheme of good. In no way can a true public spirit manifest itself with more effect than in efforts for the improvement of our youth.

St. George.

M. Dunbar, G. P. Simmons, A. G. Hemingway, *Committee.*

The Committee charge the agents with the responsibility of their failure to do their whole duty:

It is necessary here to say that the failure of many of the agents to comply with the requirement of the law to notify the Committee when the schools in their districts commenced, and how long they were expected to continue, renders the report somewhat incomplete. The section of the law referred to reads as follows: "It shall be the duty of school agents, before the commencement of a term of school, to give *written* notice to some members of the Superintending School Committee when it is to commence, whether it is to be kept by a master or mistress, and how long it is expected to continue." The penalty for neglect of giving this notice is "the forfeiture of one dollar for each day the school is kept before such notice is given." So long as agents are remiss in this duty it will be quite impossible for committees to visit the schools as required, and their reports must necessarily be incomplete.

Teachers are sometimes ignorant whether their scholars are progressing or not:

Children should improve under the instruction of teachers, and teachers should *know* whether this is so or not. Strange as it may seem, there are some who do not know whether their scholars are improving, and they manifest surprise when informed that their pupils have made but little proficiency. Such teachers remind us of the old lady who undertook to go from Gardiner to Portland in the cars. On arriving at the depot she went into the ladies' room, and supposed for some time she had been moving towards Portland, until some one informed her that she was still in Gardiner.

In conclusion, your Committee would say that one serious disadvantage experienced by our schools, is the want of regularity in the attendance of the pupils; and we hope that there will be a general and strenuous effort made to remedy this prevalent and deplorable evil.

Buckfield.

A. P. Bonney, Ozias Whitman, P. C. Andrews, *Committee.*

A word to parents:

Parents should aid the teachers by inculcating principles of *obedience* and *rectitude* in their children, and teaching them the necessity of bowing with respect to their teacher's will. It is a well known fact that our system of "free schools" is the great safe-guard of our republican institutions, and to them we must look for the early training and culture of our children. Hence the necessity and importance of sustaining them, and giving to them that aid which is so justly their due. It is our duty to furnish it cheerfully. We owe it to our children, ourselves, our families, our country and our God. Where districts have been fortunate in the selection of teachers, we would respectfully recommend the re-engagement of those teachers, as the advantages are greatly in favor of so doing. And we would suggest to *all* school agents the utter impropriety of any favoritism or partiality in the selection.

Some reasons why the schools have not been so successful as they might have been :

First. There seems to be a timidity and want of discipline on the part of teachers. Second. In the unfortunate selection by school agents of teachers who are not competent for their task. We do not mean that they are not sufficiently learned, and that they do not pass a good examination, but they lack *energy* in the school-room, and fail in the faculty to govern their scholars. Consequently there should be more care used in the selection of school agents; they should be men of sound judgment and acquainted with human nature. Your Committee are not generally sufficiently acquainted with the candidates for examination to be good judges of their capacity for teaching beyond what may appear upon the examination.

An old school-house covers a multitude of sins :

The old school-house is a remnant of the past; and an excuse for almost any disorder might be found in the hard and inconvenient benches on which the scholars are obliged to sit hour after hour. The good citizens of the district should take immediate measures to provide a good and comfortable house for their children. May the report at the next annual meeting be—"It is done."

BRADFORD.

WARREN M. TRUE, C. L. CARY, *Committee.*

A word of exhortation to parents :

Let parents see that their children uniformly attend the common school. We should be shocked by the number of absences. Not one-half of our children uniformly attend school. Why should any be left without a common business education? Why, for want of one or two terms of High School in each year, should our children suffer mortification and embarrassment through life?

Agents reminded of duty :

The office of school agent is one of the most important in our common school system. On them, in a great measure, depends the prosperity of our schools. They have the care of the money, house, &c.; but their chief responsibility is in selecting teachers. They should engage none who are of doubtful competency. See that they are, in dignity and urbanity and in all the graces of disposition and character, models that may be properly copied by every scholar. Give them, at least, such examples of morality and good manners in the teachers you employ, as you would commend. Some agents invariably inquire for a cheap teacher. No amount of experience or honorable success is considered; a cheap teacher answers their purpose. The prosperity of our schools require that districts should not appoint incompetent agents.

Of penmanship :

Writing has been sadly neglected in our schools. Your Committee have urged this subject upon teachers and scholars. When will most of our children learn to write if not in our common schools? These evidently furnish the best, if not the

only opportunity which most parents can afford them for acquiring the knowledge of this useful art. We earnestly recommend to all concerned the study and practice of penmanship.

South Berwick.

Joel Baker, Albert Goodwin, A. C. Stockin, *Committee.*

Of the continued employment of teachers in the same schools, the Committee remark:

Nearly all the teachers employed have been those who have had more or less experience at teaching, and a number of them have been engaged for several successive terms in the same school. We are getting more and more into the way of employing the same teacher during the whole year, when we get one that does well and gives general satisfaction. We think that this is an improvement, and hope that we may be able to improve yet more in this direction

Of female teachers, we have this further testimony:

Female teachers, in our opinion, ought to be employed in most of our schools both for the summer and winter terms. They do succeed better, as a general thing, than male teachers. They seem to be better adapted to the work of teaching town schools.

Fortunate in the matter of school-houses:

Our school-houses, with one or two exceptions, are in a very good condition. A little painting and whitewashing, however, would add much to the appearance of several of them; and in some cases there is a want of blackboards of a suitable size to accommodate the scholars.

Litchfield.

G. C. Waterman, B. W. Berry, H. W. True, *Committee.*

The Committee comment briefly upon the several schools, without extended remarks upon general topics. A few suggestions are transferred:

Absence from school, though no greater than in former years, continues to be one of the most formidable difficulties we have had to encounter, amounting in one school to 43 per cent. Not only do absentees suffer in consequence, but it is a great injury to the whole school. No teacher can keep up a proper interest under such discouraging circumstances. The remedy for this lies principally with the parents. It must be an extreme case that will justify the detention of a child from school.

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The inhabitants of this district prize their school privileges too highly to allow them to degenerate by employing faithless or incompetent teachers, or to allow personal prejudice to destroy the usefulness of the school.

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Mr. C. is a well qualified teacher, quiet and easy in the school-room. The order was good, the deportment excellent, and a most pleasant state of feeling existed between

the pupils and teacher. The school, considering the large proportion of absences, made good improvement. It is hoped that the inhabitants of this district will remedy this defect in future.

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We desire to introduce the study of the history of our own country into our schools. In no important branch of education are our scholars more deficient than this. We are devising a system by which this long-neglected branch may be taught in all our schools, and respectfully ask the cordial coöperation of all concerned.

HARTLAND.

CHARLES ROWELL, 2D, BENJAMIN STINCHFIELD, *Committee.*

With the ordinary prosperity in most of the schools reported by this Committee, there is one, of which this sad picture is drawn. When shall our "glorious system" of common schools prove more thoroughly true to its great purposes in all our towns?

This school was a most decided failure. At my first visit, the order was fair; system of instruction, medium. But at my second visit, nothing but a scene of confusion presented itself. Scholars were rude and disrespectful, both to the teacher and one another, and the recitations very imperfectly conducted. The house was quite demolished, and, in my opinion, the money expended in this portion of the district was worse than thrown away.

A more cheerful picture is this:

Teacher and scholars manifested a mutual interest, and the progress in the several branches was quiet satisfactory. I was much pleased at my last examination, especially with the *reading*, which was far superior to the style of school reading in general. The teacher, though young, has a good system of government, and a practical method of imparting knowledge to her pupils.

PARKMAN.

H. E. CURTIS, *for the Committee.*

The responsibility of agents and the importance of good teachers urged yet again:

The prosperity of our schools depends very much upon the agents. The office of school agent should not be deemed a post which the most stupid man of the district must hold, because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of its duties. Let the best man of each district be appointed as agent. They have the control of the money; have the whole charge of the school property; the houses, with their furniture, and must see to keeping them in repair. But the most responsible duty is that of selecting and engaging teachers. It is their duty to search out and select the best. Their motto should be good teachers or none. The great thing in the school is the man who keeps it. Select, if possible, a person who knows what he is about, one acquainted with

human nature, especially the nature of children. It is, of course, impossible with limited means to secure the best teachers in the country; and it is not always easy to say, at first sight, whether a candidate is fit for his place. But these are precautions which can be taken and which ought to be taken. Let the Committee be absolutely fearless and impartial in deciding upon qualifications. Let no consideration of fear or favor, no unwillingness to offend, or desire to conceal, suffer any district to be obliged to waste its hard-earned money in paying an inefficient and incompetent teacher. Again, after the agent has engaged a teacher, and he is duly inducted into the school, it should be the *purpose*, as it is for the *interest*, of the district to rally around the teacher, and make it their business to render the school as useful as possible. Every one should feel that it is his school. By sympathy, encouragement and coöperation, expressed by kind inquiries after the progress of the school, and occasional visits, success may be insured to a school that otherwise might prove a failure.

Madison.

S. Brownson, Joseph Wyman, Thomas G. Mitchell, *Committee.*

Of an experienced and faithful teacher, the Committee thus speak:

By his unwearied labor and characteristic discipline the school has made commendable progress in the several branches taught. His school was both pleasant and profitable. This district has erected this year a very good school-house; and having had an advantage over all his predecessors in this respect, he kept up the interest of the school to the last day. We thought we could see some improvement in manners and morals, as well as a decided proficiency in learning.

Good qualities of another teacher:

Kindness and tact, and an earnest desire to make her pupils learn, gave to her labors a good degree of success. Her school showed a good measure of progress. She bids fair to become an efficient teacher. If her kind and gentle spirit does not overbalance the sterner qualities of her nature, she will prove an accession to the profession of school-teaching.

A male teacher might have done better:

In the judgment of your Committee, a good, thorough male teacher would have been better adapted to this school, and, in all probability, have secured more pleasing results. The school, however, was by no means a failure.

The important faculty of leading or drawing pupils along the paths of knowledge, is shown in the management of teachers:

Miss R. appeared to enjoy the good will and confidence of her pupils; and though the school was small in numbers, and composed mostly of little children, she evidently led them along without much weariness through a long term of study.

Miss P. had also the rare ability to attract the children to herself. The school was so conducted as to be very interesting to the scholars, and at the same time very profitable.

Mount Desert.

E. E. Babson, *Chairman of Committee.*

Certain unwholesome customs still prevail in this town, which an enlightened public sentiment will wholly banish, it is hoped:

This school, for some cause unknown, was commenced under very unfavorable circumstances. Many of the scholars were determined not to obey the requirements of the teacher. During the first two or three days of the school, three writing-desks, recently fitted up with new tops, were entirely destroyed by cuts of the pocket-knife. The school was delayed two days by obstructions in the chimney, put in apparently for the purpose of "smoking the teacher out." Why any scholar should wish to destroy the usefulness of the school, or to impose upon a gentleman who was an entire stranger, it is difficult to tell. There seemed to be a determination with some of the larger boys "not to have this man to reign over them." The school is now prospering finely, and the teacher has it under good discipline.

The cause assigned for the diminution of interest in the common schools:

The summer schools of the past year compare favorably with those of 1862, but our winter schools have not been generally so successful as those of a year ago. The question naturally arises, Why are they so? Have poorer teachers been employed? We answer, No. Our teachers have generally been those who understand well how to instruct and govern a school. The principal cause appears to be that the community have so much to occupy their minds about, that the school is entirely forgotten.

The unfortunate policy of the State in abolishing the "Teachers' Institutes," is made responsible for part of the difficulty:

During the few years that "County Conventions and Teachers' Institutes" were in operation, the people seemed to be alive to the subject of education, and the interest in the common school increased from year to year; but when that law was repealed, the tide of advancement stopped, and has ever since been ebbing toward the channel, at the bottom of which may be found disrespect to parents and teachers, insubordination at home and in school, swearing, sabbath-breaking, and many other vices.

A sad, but honorable record is this for a single district of this town:

There are some as promising scholars in this school as can be found in town; but, alas! four young men from this school gave their lives to their country last year on the Mississippi, and two others more recently have died of fever at home.

Success impossible in such school-houses:

Miss M. did all that could be expected of her in teaching these children; but no teacher can be successful without a more convenient school-room than that in which the last term was taught. We are of the opinion that this district should be annexed to No. 5.

ATHENS.

WILLIAM MCLAUGHLIN, *Chairman of Committee.*

Of music in one of the schools, Mr. M. says:

Vocal music was a daily exercise, and tended not only to interest, but to sustain a harmonious influence over the scholars.

A teacher punishes scholars for offenses committed outside of the school-room:

Some dissatisfaction was felt by a few parents in relation to the authority of the teacher over scholars out of school. She maintained, and correctly, too, we believe, that a teacher has a right to chastise a scholar for any misdemeanor incurred while going to or from the school-house, if it detracts from the usefulness of the school or the welfare of the scholars. If children cannot go to and from school peaceably, teacher and *parents* should see that the offenders are properly corrected therefor.

The Committee remark, in concluding their report, upon several branches of great importance too often neglected:

In our connection with the schools of the town, we have urged upon teachers and pupils the importance and necessity of better discipline, and a more thorough, systematic and rigidly correct method of teaching; and we think our labors have been eminently successful.

Writing in school had almost ceased to be a part of the scholar's education; but in nearly all the schools we have the pleasure to say that this "lost art" is revived, and instead of writing semi-occasionally, or not at all, we have a writing exercise *every day*, the same as other studies. We hold that it is just as necessary for a person to write a legible hand as it is to read or spell. There is more sense and reason in having the power to indite a decent letter than in knowing how to extract the fifth root of any number, or the ability to solve all the problems in arithmetic.

Reading, too, has been merely an exercise in calling words at sight, without regard to punctuation, inflection, emphasis or sense, and the one who could call them fastest was the best scholar. We have tried to remove this habit, and substitute a natural, rational and correct system of *reading*, founded upon common sense and the principles of vocal utterance.

Let us all strive to promote the interests of our schools and the cause of education, that the rising generation may grow up under the influences of loyal, civil and moral institutions.

POWNAL.

J. T. MCINTIRE, E. YORK, JOHN T. LAWRENCE, *Committee.*

The Committee report that history has been introduced as a reading book in some of the schools. This is better than nothing, but should not take the place of a careful study of that important branch of knowledge:

Three of the schools have used it as a reader two or three times a week with good success, without interfering with their other duties at all. We hope that a general use will be made of it another year.

A common evil pointed out:

In most of our schools some of the small scholars are too anxious to get into higher classes before they are qualified. The classing of the scholars should be left to the teachers, and the larger scholars should be willing to follow the advice of the School Committee when directing the general course of instruction.

Certain school-houses speak for themselves:

In regard to our school-houses, it is not necessary for us to make any extended remarks, believing that many of them are *old* enough to speak for themselves.

Reasons why our schools fail of perfect success:

First, The want of enthusiasm and tact on the part of teachers. When such is the case, the value of any school is essentially impaired. A teacher should endeavor, by kindness, to gain the love, and by firmness, the respect of his scholars, and should possess sufficient physical ability to *back* his firmness at all times. Second, Another reason why some of our schools fail, is that the parents do not sustain them as they should, by encouraging the scholars to be punctual in their attendance and orderly in their deportment; but are too apt to listen to idle, and sometimes very foolish stories, told them by the scholars. · It is much better to gain satisfaction by personal inspection than to listen to the complaints of children. Third, Another reason, and by no means the least, is, that the School Committee, it is said by many, do not perform their full duty in the examination of teachers. They are charged with giving certificates, in many cases, to incompetent persons. To this charge we must plead guilty; but in extenuation, we must put in the plea, that so long as the people in this town think more of having a long school than of having a good one, and agents employ teachers of third and fourth rate qualifications, so long your Committee will be likely to fail.

Cranberry Isles.

A. C. Fernand, William P. Peebles, *Committee.*

This is the first report received at our office from the "Cranberry Isles." We make a few extracts with pleasure:

During the past year our schools have generally been satisfactory; and, on the whole, we think there has been a great improvement, although, in some instances, there has been deficiency in government, irregular attendance, disrespect in scholars, and a want of interest in parents in the education of their children. Circumstances may render it impossible for some scholars to attend school constantly, but it is too often the case that they are allowed to be absent from school upon slight pretenses.

Frequently schools are of but little value, although they may appear well at the first inspection. The agent knows it, and also the district, but no one will move in the matter. The school closes, having been of but little use but to create ill-will in the district. The inquiry arises, Who is to blame? It may be the Committee, or the agent, the teachers, the scholars, or the parents.

The duty of citizens towards the public schools is herein set forth:

It is the duty of every citizen to regard our public schools as objects of personal interest. They need constant care and watchfulness—constant efforts to elevate their character and increase their usefulness.

We have strong fears that our public schools are not so generally nor so fully appreciated as they should be. They are the balance-wheel, by the movement of which our great social, moral, and political interests are regulated.

In conclusion, permit us to say, as you prize the happiness of your children, as you love your country and your inheritence, the institutions transmitted from your fathers, and would have them perpetuated to your children, cherish carefully our system of public schools, to which we are more indebted than to any anything else.

It is the secret of our general intelligence and pre-eminence, the glory of our country, the bulwark of our liberties, and the guarantee of our future.

KENNEBUNK.

D. REMICK, *for the Committee.*

The topic which is presented in the following paragraph cannot be too earnestly pressed upon the attention of teachers and committees:

We feel bound to allude to a fault of no trifling magnitude, which characterizes the mode of instruction of most of our teachers, and of which we have frequently spoken in former reports. We refer to the desire to accomplish *too much*, by advancing their scholars from book to book and from branch to branch of study, without waiting for the one to be sufficiently understood before the other is taken up. The giving of long lessons, and the neglecting of oral instruction, are parts of this system. The classes go over more pages during the term,—but at its close have not really learned as much as they would have done had the teacher given short lessons, required these to be thoroughly committed, and accompanied them with such remarks and explanations as were needed to enable the pupil to comprehend them, and appreciate the importance of learning them. The lesson is not mastered when the members of a class miscall the words, hesitate, look blank, and, as a last expedient, resort to guessing; nor is it mastered when, if unable to quote the precise words of the text-book, they become confused, and find it difficult to proceed with the recitation. While short lessons, well committed and understood, will insure actual, and in the end rapid progress, it is not to be overlooked that there is danger of drilling the child too long on one exercise, until it becomes tiresome and uninteresting. No rules can be given to meet the precise wants of a school in this particular. The judgment of the teacher must be relied upon to provide for each case as it occurs. He will be careful not to attempt too much at a time, and especially will he endeavor, at all times, to secure the *attention* of his pupils, for without this progress cannot be effected. No teacher need fear that his labors will be undervalued if he adopts the "*slow and sure*" policy. Children who read correctly and readily, who do not hesitate in their recitations, and who answer promptly and intelligently proper questions bearing upon their lessons, will furnish indubitable evidence of industry and right management on the part of their teacher; while those who "have been through the book," but nevertheless show plainly that they are unprepared when called upon to read or recite, and are abashed and silent when asked the meaning of a word, or a question in reference to any point which *should* be understood by them, and which *must* be before they are well-taught,—such afford strong grounds for doubting the *faithfulness* or sound judgment of their instructor. Those who are engaged in the important and responsible work of instructing the young, cannot give too much thought to this subject, nor can they be too anxious or careful that, in this particular, their practice is eminently judicious.

A cause of irregularity and backwardness is alluded to, quite common in many places, and deserving of great pains to correct it. Children of a larger growth are often responsible for setting a bad example in this regard.

Why are the schools in this district so backward? Are the children permitted to spend too much time about the Depot, and thus get their minds so completely imbued with the events passing there as to become indifferent to the importance of learning, and to regard the school-room as a place to be avoided as much as possible, rather than as a privilege which cannot be too carefully and gratefully improved? If the cause does not lie in this direction, we must confess our inability to furnish a satisfactory answer to our first inquiry.

The attention of benevolent persons is invited to a new field of labor:

Would it not be a meritorious act for those in each district who appreciate the benefits of our system of free instruction, to look around and count up the number of children who do not attend school, ascertain why it is that they do not avail themselves of the privilege which is offered them, and endeavor, perseveringly endeavor, to lead them to become recipients of those advantages, so essential to their welfare, which they are thoughtlessly neglecting? Here is a field where the quiet and unostentatious—those who labor not for a name, but faithfully for the lifting up of the neglected and downfallen—can work with the certainty of an abundant reward. In our own neighborhoods and near our own homes can the uneducated be directed to and led along the pleasant paths of knowledge, the idle can be excited to exertion, to look upward and press onward in the manly course, and the vicious, if any such there be, can be reclaimed and placed among the useful and the good in the ranks of society.

SANFORD.

EVAT WILLARD, H. FAIRFIELD, ASA LOW, *Committee.*

Plain speaking and wholesome doctrine is this:

In speaking of longer schools, we would remind you of another great fault in the education of the young. As winter wears away and spring nears, this boy and that girl are taken from school to work at home, to work away, to learn a trade or some such thing; which practice not only deprives the scholar of his educational privileges, but breaks up the classes and weakens the school, the same as it would break up your four ox team to take one ox and fasten him in the barn.

Some may say, "we need the boy's or girl's assistance; we cannot afford to keep them at school all the time." Then we reply: You can't afford to have the children. As strong an obligation rests upon the parent to provide good, healthy food for the child's mind as for his body. Be determined, even if you should be obliged to use less sugar and sell more butter, that you will allow your children to improve all the advantages attending our schools, remembering that their school days will soon be over, and that, in a great degree, it rests upon you whether or not a foundation for a useful life be laid. Don't say that your boy need not know much to be a farmer; for you must know that agriculture is one of the sciences, and to be pursued successfully calls for as much education and intelligence as almost any other of the sciences. As your boy will need new tools of later invention than those which you and your father used, so he will need new

ideas and information. Agriculture, with the other sciences, is advancing. Perform your duties to your children and to your country by giving them liberal, sound education.

The Committee confess that the importance of a good education is not sufficiently felt:

We feel that the importance of a good education is not realized in this town. We call our schools good. Particular scholars advance while the schools keep on the same old level of years. If one of the Committee for the year eighteen hundred and fifty-four should now make his round of visits, he would find the same schools at nearly the same stand, nothing new but the faces. There is lacking a spirit of energy and ambition that shall advance their character and enhance their value. They must climb above the monotonous plain, and so give us back full returns for our money expended. This may be done without any material change of books or method of instruction. The greater part may be done by the parents. Some may say, we have chosen a Committee and agents and paid our taxes, what more have we to do with schools? If you employ laborers upon your farms or in your shops, do you think you have sufficiently cared for your own interests when you have employed and paid them? Do you allow them to pursue their work or waste their time without any supervision? Is the education of your children of so much less importance than the tilling of your farms, that it should receive so much less attention? You have many more duties to perform after the election of the proper school officers. You are to see that your children are so trained at home, that they will not need to be trimmed at school; for home and school are closely allied. You cannot expect the deportment of your child to be correct at school unless it is so at home.

Augusta—Village District.

B. E. Potter and others, *Directors.*

To counteract a bad practice, the Directors have established a wise regulation:

All pupils connected with the High School are required to be present at the annual examination. It has been the custom with numbers to absent themselves from the school during the last term of the year, or a few weeks prior to the examination, to their own disadvantage or the detriment of the school. To check this evil, assuming a serious magnitude, it has been decided that no one absent on the day of examination, (except it be on account of sickness,) shall be permitted to advance upon the studies of the next year, until those of the former year have been fully made up, and a satisfactory examination passed.

It is hoped by these means to secure a more regular attendance each term, as well as to promote the interests of both teachers and scholars. It is a matter of simple justice to the teacher, that each scholar, who, during the year, has enjoyed the advantages of his tuition, be present on examination day.

Advantages have resulted from the use of apparatus:

The apparatus, for which a hundred dollars was appropriated by vote of the district, has been purchased, and used during the year, to the increased improvement and interest of those who have pursued the study of natural science.

Good discipline, the result of combined efforts of teachers and Directors, needs the further aid of parents:

Good and wholesome discipline has been generally maintained. The teachers and Directors have acted harmoniously in their efforts to promote the order and efficiency of the schools. It is true, the careful observer cannot fail to see imperfections; but many of these spring from sources beyond the control of those in whose hands the schools are placed. There is frequently a want of co-operation on the part of parents and the school authorities, which tends to embarrass the action of the latter. In the matter of discipline, not unfrequently the influence of many parents, perhaps unwittingly, is thrown against good order and implicit obedience. It can hardly be expected, when the measures of Directors and teachers are frequently discussed and censured before children, that they will not be insubordinate and unfaithful at school.

KENNEBUNKPORT.

GEORGE B. CARL, *for the Committee.*

No better method than that which was devised by the founders of the republic:

Human ingenuity has thus far failed to discover any other or better mode to promote the education of the masses than that devised by the founders of the republic; and the destiny of the nation is controlled and wielded by the masses. Thus this system of common schools merits a deep and active participation of every citizen. It is a matter of personal interest that each individual should endeavor to increase the efficiency of our free schools, and to make them subordinate to no others. Here let me say, a commendable step—and one which we hope will not be retraced—has been taken by the town for the ensuing year. Though you are onerously taxed in consequence of this civil war, you have not forgotten the system of public instruction. You have increased the appropriation for its support to two thousand dollars, which is several hundreds more than is required by law. Let the interest of each individual advance in like ratio, and our schools will attain a higher excellence, and real advancement will be wrought.

A common error rebuked:

An error of no trifling importance, which distinguishes the manner of instruction of many of our teachers, is a desire to accomplish too much by giving too long lessons and not having them perfectly mastered. It should be borne in mind that "what is worth doing at all is worth doing well." A teacher may feel it a sufficient reason to distrust his usefulness in a school, who advances his scholars from page to page and from book to book, without waiting for the one to be well understood before the other is taken up; while on the other hand, the teacher need not fear that his labors are undervalued, if he adopts the plan of giving short lessons and having them thoroughly understood. Those having charge of our schools cannot give too much reflection to this subject, nor can they be too solicitous that their labors are applied with wisdom and discretion.

An agent should not be governed by his personal predilections:

As an honest and faithful officer, the Agent is not at liberty to sacrifice the prosperity of the school to the gratification of his personal predilections.

Pegging away at the old schoolhouses:

One obstacle to impede the prosperity of our schools in some of the districts is the want of good and comfortable schoolhouses. Much repairing and remodeling will be required to make them what they should be—a source of comfort to our children and a credit to our town.

Happy results of the labors of a competent teacher—a teacher who cost something and was worth something :

The High School has acquired an enviable reputation under the care of Mr. B., who is eminently qualified, in every way, for a successful teacher. That rebellious spirit which has been manifested by some of the scholars in years before, has been subdued, and the order in school was good. The improvement in all the branches of study was very perceptible. Some of the scholars showed a thoroughness seldom seen in our public schools. The classes in mathematics were well versed in everything they had been over; the same may be said of other branches of study. We have never visited a school in this district that appeared better, or even so well as this.

LIMERICK.

HORACE H. BURBANK, STEPHEN C. WATSON, PHILIP GILPATRICK, *Committee.*

A wrong course rightly condemned :

The early part of the term passed pleasantly and successfully; but toward its close, dissatisfaction arose with a few of its scholars, respecting the teacher's method of discipline, on account of which some left the school, or rather some of the parents removed their children. Such a course, before visiting the school and there ascertaining the true state of affairs, or applying to the Committee for remedy for real or supposed evils, is wholly unjustifiable. Such action of parents renders present labor well-nigh fruitless, and leaves a burden for subsequent shoulders to assume. Your Committee do not hesitate to say, from their knowledge of the matter, that a different course on the part of parents would have secured better results. We trust that such as are not already of our belief will soon become *converts.*

Screws loose somewhere :

In regard to what has been done in these schools (Districts 9 and 10) during the past year, your Committee know nothing. They were not informed when the schools commenced, nor when they closed. We cannot, therefore, be expected to report further than appears from registers. It is the well-known duty of agents to see that the Committee are properly and seasonably notified of beginning and close of schools; but sometimes they send by parties who forget their message. The agents never make further inquiry to learn whether we know or not; and sometimes they rely on teachers. At any rate, the Committee fail to get the necessary information, and we can lay the blame nowhere else but upon the agents.

Complete success predicated :

Interest and zeal, on the part of pupils, and energy and faithfulness on the teacher's part, were readily seen. Thoroughness characterized the work of both parties; a healthy tone was given to the whole by wholesome discipline, and we can, therefore, pronounce the term a complete success.

For another teacher, a good word, with an exception :

She was active in duty; inspired many of her scholars with interest in their work; was thorough in all respects, and but for the want of the "*one thing needful*" in common schools, complete success would have crowned her labors. Like others before her, she carried *too far* the idea of leniency in discipline on account of the age of her scholars, and, like some of her predecessors, she failed. We know that children of four, five and

six years of age cannot be subjected to the sternest course of training. We know that they will make more disturbance than older pupils, who *can be made to* sit still; but when *roguish* boys and playful girls are found in the school-room, they should be promptly looked after, otherwise the work of the teacher is made harder, and less improvement is the result.

A teacher bears pleasant testimony to the cordial coöperation of parents, and the good conduct of pupils. Such relations between the different parties must be always attended with pleasant results:

I found, in District No. 5, all the qualities essential in making up a good school, and consider it second to but few country schools. Nearly all the pupils took much pleasure in adding to the interest of the school, by their good deportment and in cheerfully complying with all the wholesome school regulations. Nothing occurred to mar the pleasure of the school, and nothing but the kindest feelings existed between the pupils and the teacher. I wish to express the very high esteem in which I hold the pupils of District No. 5, as well as the parents who took much pains in getting the scholars promptly at school, and supplying them with a very comfortable house and other necessary conveniences.

Acton.

R. H. Goding, M. W. D. Hurd, E. A. Stockman, *Committee.*

The report of this Committee, along with indications of prosperity in many of the schools, shows painful evidence of mismanagement and failure in one district, the Committee's report of which is transferred in part to our pages as an example of warning. With liability to such scenes in our school-rooms, the question naturally arises, whether some means cannot be devised to bring a higher authority to control such outbreaks:

The teacher, by very questionable management, succeeded in obtaining a partial certificate, and commenced the winter term. No notice was served on the Committee by the Agent, of the commencement of the school. But the Committee, learning that the school was in progress, visited it during the first week. On entering the school-room they were particularly struck with the scene before them. The room was crowded with men, boys and girls, mixed promiscuously. An individual from New Hampshire occupied the desk to the exclusion of the Committee. The Committee inquired of the teacher what part of the persons present constituted his school? He answered that his scholars were in their seats. Soon after entering the room the teacher addressed the Committee, who were forced to remain standing, as follows: "Gentlemen, I am now ready to be tried. I have employed the gentleman in the desk as my attorney. He will manage my case, and you must deal with him." Whereupon the "gentleman in the desk" arose and commenced talking, when the Committee distinctly and repeatedly denied his right to interfere with the proper and lawful examination of the school. But he persisted in talking, or as he called it, in "arguing," in a very insolent manner. To show the remarkable research of this "gentleman in the desk," we give one of his arguments, as follows: "It is clearly in the province of a teacher, if his qualifications are called in question by the Committee, to employ an attorney to manage his case, and that said attorney could answer for the teacher when he thought it advisable, and decide upon

all questions put to the teacher by the Committee, whether they should be answered or not. The Committee repeatedly urged the teacher to go on with the usual exercises of the school and preserve order; but he would not do either. Soon other persons in the house arose and commenced talking, and the confusion became general. With the house thus packed, and the control of the school transferred by the teacher into the hands of the "gentleman in the desk," the Committee could do no better than retire, with painful regret, that such lawlessness must disgrace a New England school district.

A few days later the Committee visited the school again, and found Mr. D. without the aid of the individual from N. H., yet were treated by him much as before. He utterly refused to answer the most simple questions, or to put his school upon examination in any way likely to involve an examination of himself, as teacher.

The Committee, on their second visit, spent most of the day in the school-room, trying, by every fair and kind method in their power, to obtain a proper examination, but in vain, as the teacher persistently refused to lay himself open to examination, either directly or in connection with his classes. After the most patient and careful efforts to ascertain the qualifications of Mr. D. and the character of his school, the Committee being fully satisfied that he was unqualified, incapable and unfit to teach, on December 11th served a notice on him to close the school. Notice was also served on the agent, stating the action of the Committee.

No attention was paid to the Committee, as far as could be discovered, by Mr. D. or the agent. What was termed by them a school, continued; and a demand has been made by Mr. D. for his services, for eight weeks after he was dismissed by the Committee.

LAGRANGE.

PLINY B. SOULE, *for the Committee.*

A first class certificate is given in behalf of a teacher who has taught the same school during seven successive seasons:

With but few exceptions, the children in this school read, spelled and recited in a loud, clear and distinct tone of voice; so much so, that any error was easily detected by the teacher when in any part of the school-room. In breaking up the habit of reading and spelling in a low, half-choked, smothered voice, Miss F. has suceeeded admirably. On the whole, the school has been a very profitable one; and so long as Miss F.'s services can be secured, and the same success shall crown her efforts, I think it would be unwise in the agent of this district to be "like the fool's eyes wandering to the ends of the earth" in search of another teacher.

Against keeping little children at school six hours in the day:

Shall we confine from fifteen or twenty children, from four to six years of age, none of them sufficiently advanced to study, for six hours of mortal agony each day, and make them sit, with hands folded, on hard seats in the school-room. No one should desire this. It would be a decided injury to the small children, and a great damage to the school generally; for so large a number of small children cannot be kept entirely still.

A remedy of doubtful value suggested:

How, then, can this difficulty be obviated? I can discover but one safe and practicable method, and that I would respectfully recommend to the consideration of the district. It is this—to inclose the school lot with a tight board fence, say six feet in hight, and not allow the children to go outside of the inclosure for recreation.

One secret of successful instruction:

Intensely desiring that every one of his pupils should advance, Mr. C. was careful to assign lessons to the different classes, according to their ability to learn, and then insisted upon their lessons being well committed; sometimes even keeping the idle and dilatory after the school had closed to commit the lesson assigned them. For this course he was blamed by some, though I think very unjustly.

Successful management of another teacher:

Mr. F. is one of the favored few who can impart instruction to others in a clever and forcible manner; and the pupil must be a blockhead indeed who could attend his school for a month and not become deeply interested in the various branches taught. Nor were the morals and manners of his pupils lost sight of; but, on the contrary, every favorable opportunity was improved to impress upon their minds the principles of morality and gentlemanly conduct.

ANDOVER.

WILLIAM V. JORDAN, *Chairman of Committee.*

The last become first:

The winter schools in No. 3 and No. 4 have given extra satisfaction, and each has proved a more than ordinary success. These two schools, which, three years ago, took the lowest rank among our schools, have been rapidly improving from year to year, until now they have reached the highest. In relation to discipline, order and advancement for the past winter, they stand first.

Discipline must be maintained:

There was some trouble in matters of discipline, which resulted in a part of the scholars leaving the school. Discipline must be maintained in our schools at all hazards, or they had better be disbanded. We have seen no cause to blame the teacher in the matter, though we would advise all agents to employ no persons for teacher who has strong opponents in the district.

WINTHROP.

E. MARROW, D. CARGILL, H. WOODWARD, *Committee.*

A neglected branch of education receives attention in one school:

In no school did we witness a more satisfactory examination than that listened to in this, near its close. Good order had been maintained, and the instruction had been thorough. The recitations in all branches were prompt and correct. Several specimens of *original composition* were read, which were highly creditable to their authors.

In another school, a love of the beautiful is cultivated very properly:

At the visit near the close, good proficiency was manifest in most of the branches, and the school-room rendered more attractive to all lovers of the beautiful, by being neatly decorated with wreaths and appropriate mottoes wrought by fair hands from the green foliage of the oak.

A fine example of punctuality in attendauce:

The fact that the average attendance was but two less than the whole number registered, speaks well for the interest manifested by the parents, as well as the teacher and scholars.

The improvement in reading deserves especial praise.

In another, a school paper is sustained:

A literary periodical, called "The Casket," was started, and received a generous support from the school. A specimen number was read at examination—many pieces in which, for originality of thought and style of composition, would be no dishonor to students in a higher school.

A lady teacher employed for winter term has valuable helpers:

The success of this teacher in summer secured her re-employment for the winter term. Her experience and the knowledge she had acquired of the various characters and dispositions of her pupils rendered her services even more valuable than before. Every question was answered without hesitation, in a voice sufficiently loud and distinct to be heard and understood in any part of the room.

Singing, composition and declamation had each received their proper share of attention.

Mr. Sturtevant, at his own private expense, continues to furnish the district with the neatest and most attractive school-room in town. Major Benson, among other proofs of his interest in the prosperity of the school, gratuitously furnished the teacher with about seven dollars each term, to be expended in books for presents to the scholars; and several of the parents and friends manifested anew their interest by their presence at the examination.

Gouldsboro'.

W. L. Guptill, B. M. Sargent, *Committee.*

The reason assigned for want of progress in the schools of this town, is not a rare one:

The principal obstacle to the progress of our schools is the employment of cheap and inefficient teachers. For this the school agents are for the most part responsible. Many agents employ teachers with an especial desire to economize the school money, and with but little regard to the qualifications of the teachers, and bring the candidate before the Committee, not to ascertain if he or she is suitable, but to instruct the Committee that he or she is "good enough for our school" and to demand a certificate, because it may be an assistance to getting the pay. Such is frequently the case in the smaller districts, and so long as it continues, most any one will be "good enough" for their school teacher.

This is one of the abuses in the school system that needs correction.

Truancy not overcome in Gouldsboro':

By the register it is seen that the average attendance of the summer schools is about two thirds of the number registered, and in the winter schools about three fourths. There is inexcusable truancy in every district, which parents should endeavor to correct, and not expect teachers to neglect their duties to gather in truants who keep beyond their jurisdiction.

A teacher made an example of:

The winter term now in session is taught by W. B. McC. of Sullivan, whose experience has fully qualified him to take good care of the interests committed to his charge, as clearly seen in the fact of this being his fifteenth school in this town. Where he is employed the Committee and parents may be assured that the school is progressing.

The report contains the following record of the first contract made "for keeping the town school" in Gouldsboro':

Gouldsboro', Nov. 19, 1798.

Mr. Holland's proposals for keeping the town school for six months are as follows, the town to give him $15.00 *per month and allow him to take any scholars that do not belong in this town, as a payment to himself, and find him board and after six months if the money is not paid him, the town to allow him Interest to which we agree and assent on the part of the town.*

JOSEPH TILLINGHAST, } *Selectmen.*
THOS. COBB, }

The early school records of all our towns are worth preserving, as a part of our general history.

Charlotte.

D. J. Fisher, Amy Rich, *Committee.*

Of difficulties experienced in conducting his school, one teacher reports to the Committee:

That the difficulties were "a smoky house and very poor wood," and we believe there is too much truth in his statement.

The punishment suggested:

We hope that district will never be found guilty of such a charge again, and if they are, we would suggest that a just and probably a reformatory punishment would be, to sentence the parents to attend the school constantly for one week.

Concord.

A. J. Lane, E. O. Vittum, *Committee.*

The following paragraph suggests an excellence in a teacher, which is not often noticed, but which is very worthy of attention—a correct pronunciation:

Miss P. invariably keeps a good school. She is a very correct scholar—her pronunciation excellent. Her school was as well classified as any in town, and we are of opinion that no better can be found in this vicinity. Happy would be the rising generation, could they hear and heed the good councils of teachers like her.

A gentle hint to somebody:

The teacher seemed to try very hard to have his pupils learn. A part of his scholars advanced finely; others made but little progress; a sure sign that some parents in this district do not do *exactly* the right thing.

In another district certain branches are neglected—probably in favor of "*cyphering*":

The study of geography and grammar have been neglected. We were glad, however, at our last visit to mark an improvement in this respect. A good class in geography had been formed, and we trust it will not be long before other neglected branches will find their proper place.

Prospect.

Wm. H. Ginn, Isaac T. Smith, *Committee.*

The Committee have not been called to put down any insurrections:

The discipline of our schools the past year has been very good. Insubordinate demonstrations, which have at times disgraced our schools and town in former years, have been comparatively few. The Committee have not been called upon to put down any insurrections during the year—a case which has not occurred for a series of years. The advancement of our schools has been quite cheering, and will, we think, compare favorably with that of former years.

Great responsibility—not felt.

It is a serious thought that a tremendous power for good or evil, resident entirely with the fathers and mothers of the rising generation, is to be exerted on our schools, and yet many of them hardly realize any responsibility beyond the fact that their children are supplied with books, and sent away from home at 9 o'clock. They leave the training of the mind and of the heart, the cultivation of good manners, in fact all preparation for the work of life, in the hands of the teacher, who after his most earnest efforts is made to feel too often the fatal effects of this neglect at home.

The stupidest man for Agent:

The office of Agent should not be deemed a position which the most stupid man of the district must hold because it is his turn; but a place of responsibility, requiring intelligence and judgment in the proper performance of his duties.

Falmouth.

A. F. Winslow, E. H. Ramsdell, *Committee.*

The Committee remark but briefly upon the character of their schools:

Our schools in general, are not of equal rank with those of last year, especially, in winter; resulting from the fact, quite surely, that young and inexperienced teachers were employed, in place of those who had more experience.

We have had, however, some excellent schools, the best instruction rendered, and good order maintained.

Sorry to report such a state of school-houses in the ancient town of Falmouth:

We deem it of little or no avail, yet it seems our duty to state these facts. Districts No. 6, 7, 9, 12, enjoy the advantage of good school-rooms. Districts No. 1, 4, 8, 10, 11,

possess passable buildings, yet badly out of repair, and some, shamefully defaced. Districts No. 2 and 5 have very small and inconvenient rooms. No. 3 has not only a very small room, but dilapidated and inconvenient. The stranger would mistake it for a carpenter's shop, while glancing at other buildings in the vicinity. It is a disgrace to any district.

A district of one hundred scholars ought to be more sensible of their obligations to their children and to their Creator than to send them to a cell sufficiently large to contain twenty-five rather than one hundred. Literally seventy-five scholars are crowded out, or ought to be kept out of school, for want of a suitable room. The disfigurement of school-houses can be prevented, if the parents and agents will do their duty. Parents, you should observe that the characters and obscene figures engraved upon the interior and exterior of your school-houses by some unprincipled fellow who has no better manner of displaying his baseness or developing his character, are of the most serious injury to the morals and well-being of your children.

New Castle.

E. H. Glidden, J. A. Foster, *Committee.*

This Committee present a lively report upon the condition of their schools, dwelling with considerable minuteness upon the qualities of their teachers, of whom they say in general terms:

You will see, by a careful reading of this report, that for the most part our schools have been under the care and instruction of able and efficient teachers. Teachers who for their earnest devotion and unintermitting labor in the noble cause of education, merit, not only the thanks of the parents, but of the scholars whom they have instructed with so much zeal and fidelity.

A determination to succeed is followed by the natural consequences:

She commenced her labors with the determination to succeed, and to spare no pains to have a good school; and with this idea constantly before her, that she must govern well to carry out her noble object. How well she succeeded was demonstrated by the correctness and thoroughness with which her classes passed through the examination; and it must be exceedingly gratifying to her to know that the children under her charge have been able to reap such an abundant harvest of useful knowledge by her praiseworthy efforts and untiring zeal and devotion in their behalf. There are many bright and promising intellects in this school, and they lost none of their brilliancy under this teacher's instruction.

What the *unruly* ones learned in another district:

The *unruly* ones soon learned that this teacher knew what her duty was, and was not afraid to do it—that she was amply qualified to govern as well as to instruct. I visited this school several times, and always found the teacher wide awake and hard at work, and the scholars partaking largely of her spirit. At the interesting examination at the close of the school I could not help expressing my gratification and surprise at the great amount of knowledge acquired by these children during the term.

A live teacher's portrait:

Mr. W. is one of your "live teachers." He understands his business well and displays great ability in imparting instruction. His method of solving questions by

analysis is clear, expeditious and comprehensive. Much improvement was manifested in all the branches taught. The reading classes acquitted themselves finely. Most of the classes in arithmetic did well. The geography classes were very correct in their answers.

Another teacher, and his manner of *driving:*

We know of no teacher more devoted to the interests of the school-room than Mr. G. He holds the reins with a firm and steady hand; and if the manner of his driving, and the *way he puts them over*, is somewhat terrific to the *little folks*, and the exercise a little rough, we hope they will all be greatly benefited, both mentally and physically, thereby. This school was only eight weeks, yet all the classes gave satisfactory evidence of having been looked after in the right direction.

Look on this picture:

Mr. P. is a thorough and efficient teacher and disciplinarian. Like good scholars, as they of No. 1 truly are, each readily complied with all the rules and regulations of the school, and joined heartily with the teacher in carrying out his system of instruction. Though the scholars did not advance so far in their studies as heretofore, yet we found, at the examination, that thoroughness had been aimed at and secured; everything passed over during the term having been committed to memory.

And on this:

Miss G. is a teacher of superior qualifications, and knows how to conduct a school as it should be; yet I am very sorry to say the school did not present such an appearance as would justify me in making a very flattering report. There is no school in town, which it has been my duty to visit, that presents so unfavorable an aspect in all respects as this. With the exception of two or three scholars, this school is far "behind the times." The condition of the school has been a source of much anxiety to the teacher, who labored hard to awaken an interest in it. Irregularity, indifference and idleness are the prominent features of this school.

GREENE.

W. S. HILL, Z. A. GILBERT, *Committee.*

The faculty of a teacher to divide his time and attention properly among the different branches of study pursued, as well as among the different classes of pupils, is a very important one. The Committee instance a case of this kind:

The teacher found time to do a great amount of labor. She worked, herself, and she made her scholars work. She made no particular branch a specialty, as is too frequently the case, but gave to each its proper attention.

A serious defect again mentioned:

The reading throughout the school was deficient in articulation and pronunciation. The teacher did not realize the importance of these, or she would have been more particular with her scholars.

The lack of necessary energy proves disastrous:

He did not bring that energy and life into his school which are indispensable to success. The consequence was, the school was unprofitable. It may be truly said that

scholars ought to conduct themselves properly, without being forced to do so by the strong arm; and on the other hand it may as truly be said, that where scholars do not obey, they should be *compelled* to by the teacher.

LIVERMORE.

HIRAM BRIGGS, CHARLES GIBBS, E. S. FISH, *Committee.*

Hints of failure:

He is a fine young man and a good scholar, but he failed in *doing too much* for his pupils. Order poor, consequently the school was not profitable.

Another teacher's error:

She was very energetic and ambitious, carrying her pupils over a vast amount of surface, reviewing but little.

Justice should overtake them:

The school was brought to an untimely close by some evil-minded person who stole the stove-pipe and carried it off; which persons should be immediately brought to justice.

Failures in school management, like failures in business, may be expected to occur, but should not dishearten us:

It is true there have been partial failures in some districts the past year, but failures occur in other departments of business, as well as in the management of schools. Not every patient under the care of a competent physician is restored to health. Not every adventure of the sagacious merchant yields the expected profit. Not every portion of the soil, carefully cultivated by the skillful farmer, returns the desired harvest. Absolute perfection and complete success are not to be expected in human efforts. But a brighter day will certainly dawn upon the rising generation, when parents and guardians feel the high responsibility resting upon them in the education of their children.

Our school system, imperfect though it may be, stands both as an ornament and a defense, and speaks of the wisdom of those stern patriots who founded it in poverty and perils.

RUMFORD.

H. F. HOWARD, *for the Committee.*

A rare testimony and its natural result:

The parents in this district always co-operate with the teacher in promoting the interests of the school, which makes it one of the easiest schools to teach.

Per contra:

There is generally trouble in this school, caused by the quarrelsome parents in the district. Mr. S. met the usual trouble; but his firmness, with the co-operation of the Committee, made a profitable term. We shall have wiser children when we have wise parents.

Parents the natural instructors of their children:

Parents are the natural instructors of their children. They are responsible for their intellectual and moral growth. They employ teachers to accomplish a part of their own work, and should assist them in their task. It is too often the case that parents com-

mence a warfare against the teacher. The children catch the same spirit, and either neglect the school or engage in rebellion against the teacher. The labors of the best teachers are thus often neutralized by wicked and ignorant interference.

Coöperation within the school-room, and its pleasant results:

At our first visit we found the school well classified, teacher and scholars interested. At our last visit every exercise was characterized by lucid explanations. Much credit is due to the scholars for cheerfully co-operating with the teacher in all his endeavors to advance the school.

A plea for better school-houses:

If there is one house in the district which should be more pleasantly located, more comfortably constructed, better warmed, more inviting in its general appearance and more elevating in its influence than any other, that house is the school-house. In considering some of the means of elevating the standard of our common schools—the places where our youth receive their first instruction, and where nine tenths of them complete their education, claim our attention.

We cannot expect our schools to be as profitable as they ought to be, until there is a marked improvement in this respect. Many of them are but the nurseries of disease. A large per centage of our school money is lost by the children sitting in unventilated rooms, or rooms *too much* ventilated. To cultivate habits of neatness and refinement, children are sent to school-rooms, whose walls are discolored with smoke, and whose doors are covered with obscene markings. Our farmers are preparing better barns for their cattle; but in the meantime the school-house to which the children should be wooed is suffered to go to ruin. The school-house should occupy as pleasant and as healthy a place as there is in the district.

NORRIDGEWOCK.

S. D. LINDSAY, J. ROBBINS, JR., L. J. ADDITON, *Committee.*

Elements of a good school:

The elements essential to a good school are *three:* A competent teacher, dutiful scholars, and parents ready to co-operate with teacher and pupils to obtain the desired result.

A teacher, to deserve the epithet *good*, must, by nature, have the necessary qualifications of head and heart, together with a large share of that sterling article, *common sense*, to fit him for the important station he occupies. He must have an amount of mental training that will enable him to understand thoroughly all the branches of learning he is required to teach, with their collateral subjects, and which prepare him to polish the manners and form aright the character of the young committed to his care. He must also be apt to teach, and love his employment.

In theory, all are agreed on this subject; but in practice, there is a discrepancy. Some teachers fix their standard of attainments far too low; and some agents, about to employ a teacher, think more of the amount of money in the treasury than of the qualifications of the candidate. Valuable as are the services of a good teacher, other elements are necessary to a good school.

Scholars have their part in the matter:

The pupils, whose minds are to be molded and formed, must be dutiful. The teacher must have plastic materials, out of which to form his model scholars. The vocation of

teacher is to impart knowledge; and it is the duty of the pupil to receive and retain the knowledge imparted. If the teacher *must teach*, the scholar *must learn*. The fidelity of both is essential to the success of the school; and no scholar comes up to the full measure of his duty, unless he puts forth unceasing efforts to make every valuable attainment presented to his consideration.

Obedience to every wholesome requirement is also necessary to the order and quiet of the school-room, so that it may be a place of study and improvement. The school-room, therefore, must have dutiful occupants.

And parents also:

Again, in the great work of education, the teacher and pupils may be greatly assisted by the co-operative influence of the parents and guardians of the scholars. The school-room and family circle are closely connected. The influence of one affects, to a greater or less extent, the other; and if healthful agencies are in operation in the school-room, they may be disturbed and counteracted, at least in part, by agencies from without. To reach the highest attainments of the school-room, therefore, the influence without must be in harmony with that within. Parents must co-operate and assist both teacher and scholars. Parents should contribute their part to maintain proper authority and wholesome discipline. They should imbue the minds of their children, to as great an extent as possible, with the love of knowledge and the love of right.

Under proper regulations at home, the children should be trained for the school-room. Nor can the responsibilities of parents be wholly met by doing their duty at home. They should visit the school, and *there*, by their presence, encourage and forward the great work of mental and moral culture. When these elements, properly combined, meet together in the school-room, the result cannot be doubtful—*there will be a good school.*

Twelve scholars well taken down:

We found in this school thirteen scholars in algebra. Upon examination, it became evident that but one was qualified to remain in the class. The other twelve were taken out. They were like all other over-ambitious scholars, desirous of making but one step from the lowest to the topmost round of the ladder, without touching the intermediate ones.

Have we rebels among us?

Near the close of the eighth week we were called upon by the teacher to investigate the cases of some of the largest boys in school, who had become refractory. It was apparent that they had entered into a conspiracy to resist the will of the teacher, for which purpose one of them had concealed a club beneath his seat. Finally, the rebellion broke out, and clubs were freely used by both teacher and scholar. One pulled off his coat with the intention of taking a part, but his courage failed him. The conduct of the scholars during the investigation was commendable, with the exception of the largest boy in school. His was such that he had to be reprimanded. It became evident that for the harmony and usefulness of the school it was necessary to expel two of the largest boys. We think that if this school from its commencement had received that united parental support which it ought, a different result would have attended it.

Of one teacher, it is reported:

There was a lack of government and a want of faculty to communicate her ideas to her scholars; a rock upon which many would-be teachers break.

The aspects of the schools above presented are the less favorable. The schools of the town, on the whole, are very encouraging —the result, no doubt, in part, of efficient supervision.

New Gloucester.

J. H. Ross, C. H. Carleton, Sewall N. Gross, *Committee.*

The Committee present a very full and discriminating report of the condition of these schools, which they are enabled the better to do, in consequence of having secured a prompt return of registers properly filled :

A very great improvement in the matter of filling up and returning the registers is noticeable. All have been returned but one, and that school has not yet closed; and all the returned registers are properly filled.

The right kind of noise—if any :

The teacher was master of his business, and had the school under perfect control. Although not quite as still as some might desire, yet what noise there was, evidently was not that of mischief, but rather the result of being zealously engaged in the work of the school room.

We were particularly pleased with the closing examination. There was not, as is too often the case, special preparation made, which deceives nobody. The teacher allowed your Committee to see the school just as it was.

Good spelling and good behavior :

Your Committee were pleased with one exercise which is too much neglected in most schools, viz., *spelling by sounds of the letters.* The behavior was good.

Contrasted pictures, like the following, ought to show the difference in value, of two schools, taught by teachers of different aptness and capacity. First picture :

The school was unusually still. The order was perfect. The teacher seemed to exact thorough preparation of lessons. Much attention was given to the reading classes; incidental questions were asked, making the exercise very profitable and interesting. Mathematics received deserved attention. The average attendance was thirty-six out of forty, the highest average of all the schools.

Second picture :

There was an utter lack of thoroughness and interest. The lessons were very short, and the school not at all studious. The room was very noisy—a perpetual buzz going on, scholars continually moving from seat to seat, and many asking to be excused.

Important suggestions on the duty of parents to secure a better attendance :

The attention of the town should be directed to the matter of attendance on the schools. Here we fall very far below the proper standard. A common school education is a necessity of life just as much as food and clothing are; in this favored land it is

brought to every man's door, even the poorest: and still how careless many parents are in this matter! Some seem not to be concerned whether their children go to school or not; others keep them at home for every trivial cause. This ought not to be. Better stint your children's food and clothing than stint their education. The one is only a temporary evil; the other is a life-long loss. Your children have a right to be educated; your country demands of you, that after all it has done to help you, you do what lies in your power to fit your children to take their places among its useful and respected citizens.

Schools *may* be too long:

Although generally our terms of schools are too short, yet there is danger also of their being too long. If the term is extended beyond a certain length, the scholars become weary and stay at home; and a thinned school drags out its weary length with little pleasure to teacher and little profit to pupils. Your Committee are of opinion that in our town at all events, twelve weeks are long enough for any term to continue; and if two terms of twelve weeks each do not exhaust the money, it would be far better for the district to have a spring or fall term, additional.

Certain equipments needed:

Our school rooms are sadly deficient in apparatus. Outline maps, hanging maps, good blackboards and plenty of them, one of the unabridged dictionaries, and at least one globe, should be in every school. It is no more equipped without them than a ship is without quadrant and chronometer. A ship may creep along the shore without these necessary instruments; and so may a school, without the apparatus above referred to, crawl along the shallows; but without the one a ship will scarcely dare an ocean voyage, and without the other a scholar cannot accomplish anything like full success. At all events, a good supply of good blackboards is indispensable, and yet your Committee do not think there are half a dozen decent ones in all the town.

Fryeburg.

Henry H. Smith, *Chairman of Committee.*

The report by Mr. Smith is very laconic. He recommends that a union be effected between the academy and the district:

The village district, will, in my opinion, consult their best interests by adopting at once, as a permanent arrangement, the system of graded schools—sending the advanced scholars to the academy, and procuring competent female teachers to instruct the smaller scholars all the year round.

Sidney.

Charles W. Coffin, J. S. Cushing, Chas. W. Longley, *Committee.*

The Committee assign the labor of transcribing their report, as the reason for not complying with the requirement of the statute; but promise, like good boys, "not to do so again." In undertaking the work of reform, they do not know where to begin:

Our country schools greatly need reform, and it is difficult to tell where to take hold first; but I think it desirable that further legislation be had, and laws enacted that will

punish *severely* all persons who vent their rage by mutilating the school-house, or dismantling it, when they are dissatisfied with a teacher.

In some districts it seems almost impossible to give satisfaction, while others generally get along harmoniously.

Most of the schools are reported as doing quite well.

READFIELD.

GEORGE C. CRAWFORD, A. W. BRAINARD, JAMES E. MERRILL, *Committee.*

More money required to render the schools efficient:

The whole amount of money voted by you in March last, for your schools, was $1,000. We would suggest that this amount be increased to twelve or fifteen hundred dollars the present year. We are aware that it will be urged that the present is not a proper time to advocate greater liberality in our expenditures, burdened as we are already with the necessary war debt. It should, however, be borne in mind "that taxes for education are like vapors which rise only to descend again to beautify and fertilize the earth."

The Committee have been obliged to withhold certificates from several candidates during the past year. This is one of their most unpleasant duties. They would assure you, fellow townsmen, that nothing but a true regard for the welfare and best interests of our schools has actuated them in their decisions. They would be unworthy the position which they hold by your suffrages did they allow party feeling or prejudice to influence them in their action. Their constant endeavor has been to promote the interests of our schools by gradually raising the standard of attainment in teachers, to correspond with the true standard of teaching.

That good use is made of money in some districts of this town is hereinafter shown:

This school was taught in two terms of twelve weeks each, by Miss T. Experienced, competent, efficient and kind, she secured the prompt and cheerful obedience of a large portion of her scholars; and by her decision, self-command and energy, with the hearty co-operation of the Committee, completely disconcerted the plans of those whose evident intention was to break up the school. The influence of such a teacher, both in regard to instruction and general bearing, is valuable in any community; and such teachers should be retained among us, even at very large pay. The school was a success, as the examination, near its close, very clearly showed, not only to the Committee, but to the parents and friends of the scholars who were present on the occasion. Miss T. has rare qualifications for a teacher, as seen in her inventive power in devising plans to interest and improve her pupils; and in her executive power in guiding and controlling her pupils.

* * * * * * * * * *

Among the characteristics of his teaching are, order, system, and thoroughness, giving a prominent place to analysis, which we cannot but regard as the true method of teaching. He appears easy, unembarrassed and quite at home in the school-room. Several of the parents and friends of the scholars were present at the final visit of the Committee, to witness the examination of the school, which was highly creditable to both teacher and scholars. The term was a very profitable one. This school still maintains its position as the most advanced in town.

The knuckles of delinquent teachers rapped, as they ought to be, and municipal officers as well :

We are frequently embarrassed in the discharge of our duties by the failure of teachers to fill and forward their registers. This evil may be at once removed if municipal officers will but act in accordance with the provisions of the law, and grant no town orders to teachers until their registers, properly filled and signed, are lodged with the Committee.

The subject of re-districting should receive the attention of *all* towns when it is needed :

There is one subject more that should receive your attention. I refer to the necessity of re-districting the town. We have now twelve school districts where we should have but seven. A teacher can care for and teach forty scholars as well as he can teach ten, if his school is classified as it should be. We have shown you in this report, that in some of our small schools the cost for tuition per scholar is as high as fifty-two and even seventy-five cents per week. This ought not to be allowed to exist. It may be remedied by discontinuing some of our districts, and uniting them with others. We ask your careful and early attention to this subject.

A wise suggestion :

It will be observed that, in the above enumeration, we have omitted the "Higher" arithmetic in the series. This was not an accidental omission. The Committee were of the opinion that the "Common School" arithmetic is sufficiently extensive for a business education; and that the time of the scholar, after mastering that, would be more profitably employed in taking up algebra, philosophy, history, &c., than by devoting so large a share of attention exclusively to arithmetic.

SEDGWICK.

WILLIAM H. SARGENT, LEANDER S. TRIPP, R. S. COLE, *Committee.*

An important principle—that a little additional expense will often prove to be the best economy :

But while it is gratifying to be able to report thus favorably, your Committee feel bound to express the conviction that a greater benefit should be derived from the money expended, and that, in many instances, a little additional expense would yield good returns in the increased usefulness of our schools.

Complaints are made—but :

Complaints are frequently heard of want of order, of inefficiency and partiality; and, doubtless, they are sometimes well founded, but it is believed that they oftener have their source in neighborhood quarrels and jealousies. Parents are too apt to forget that they are in great part responsible for the behavior of their children, as well in school as out. With their hearty co-operation, a teacher of moderate capacity will succeed where a better will fail, if they are indifferent or hostile.

Agents should use the blanks provided for them :

Attention is invited to the blanks, two of which will be furnished to the agent. They should be filled and returned to the Selectmen as near the time indicated as possible

They are needed in making up returns to the Secretary of State, and the information can be got in no other way.

A sad picture of discomfort:

More than one house was without a latch or catch to the door; and some, from a deficient arrangement of the stove-pipe, smoked so badly, that often, for half the forenoon, study or comfort was out of the question. Add to this, green or wet wood, for there is seldom a wood-house on the premises, and the picture of discomfort is complete. School agents are sufficiently sharp in bargaining with teachers, but these neglected school-houses seem to us to argue anything but shrewdness in these matters.

Millbridge.

J. L. Sanborn, George Gorging, Emory Sawyer, *Committee.*

Complaint of school-rooms and poor attendance—very likely to be found together:

The rooms in nearly every district in town should be abandoned, and, in their stead, more convenient and suitable houses erected, and furnished with the necessary apparatus which every school-room needs. Furthermore, it is our opinion that we shall never realize the full benefit of the money we expend from year to year, so long as there is no interest manifested by the parents in training their scholars to attend the schools with promptness and regularity.

Want of harmony among parents damages the school:

Owing to some division of feeling, on the part of parents in the district, the school was not so profitable as it might have been.

The report of this Committee is not very full.

Fayette.

A. G. French, George Underwood, A. F. Watson, *Committee.*

A teacher's best efforts will be surely unavailing, if suffered to be thwarted by open disobedience:

There was a disposition, on the part of the larger scholars, to annoy the teacher as much as possible, by absenting themselves from the school-room until recess, or even half a day at a time. Miss F. did all that any teacher could do, under the circumstances, to prevent this truancy, but it was beyond her control. It would be well for parents to have an eye to such proceedings on the part of their children, and to teach them that any misconduct at school will meet with correction at home.

It is a mistake often made by Committees, to suppose that they are obliged to issue certificates to candidates merely because they are found qualified to pass a creditable examination in the branches required. The statute requires evidence of "capacity to govern," "good moral character," and a "suitable temper and disposition." Hence an error in the following paragraph:

Without due discipline, a school cannot be profitable. It is a mistaken notion that the Committee are responsible for the prosperity of your schools. A greater responsibility rests upon your agents, for they engage your teachers, receive and dispose of all district moneys, and have the care of the district property, being district supervisors for the time. If the teacher, on examination, is found competent as required by law, the Committee are bound to grant a certificate, let his qualifications for instruction be what they may. Literary qualifications, though eminently necessary, are but a small part of those required of a good teacher. Discipline, and right methods of instruction, morals, &c., are among the more essential properties. To obtain such teachers, is the duty of the agent.

And to reject those who lack these qualifications, is the duty of the Committee.

A flattering record. Why should not all districts do likewise?

The members of all the classes answered with remarkable promptness, and exhibited an almost perfect knowledge of the different studies as far as they had pursued them. Especially is it unusual in a common school to find the pupils possessing so good a knowledge of those difficult and abstruse principles of grammar and arithmetic. We venture to assert that, in this respect, as well as in others, this school is not excelled, if it is equaled, by any other in town.

What redounds highly to the credit of this district, and is very flattering to teachers, pupils and parents, is, that no whisper of complaint or fault-finding about the school came to the knowledge of the Committee during either the summer or winter term. Teachers devoted to their calling, and unsparing in their efforts to instruct and assist their pupils, scholars themselves, without exception, well-disposed, orderly, studious and ambitious, parents interested, and anxious to do all in their power for the education of their children, all combine to render the school in District No. 7 a model of excellence worthy of imitation.

Temple.

Simeon Hackett, S. F. Small, Cyrus Deane, *Committee.*

The report of this Committee is a brief congratulation upon the success of their schools, with "nothing great, but a few things good."

We have nothing great to report in regard to our schools; but may mention a few things that ought to be called good. The agents throughout the town have been more fortunate than in some former years in the selection of teachers. Our summer schools were all taught by females, and we shall draw no comparisons between them; nor have we occasion to find fault with any of them, but rather to say they were the right persons in the right places. We are happy to say that they understood school government as well as teaching, and all their schools were orderly.

Male teachers strive to excel the female, and do not succeed:

Our winter schools, eleven in number, had five male and six female teachers. In regard to these, we can say that they were kept with that care and competency on the part of teachers, which could not fail to promote the improvement of learners—the male teachers trying, with all their ability, to out-do the females. But though they had not much to boast of in this respect, yet they did wake up female teachers to do the very best they could, lest they should be out-done. Hence special efforts were made for the good of all the schools, and these efforts were not in vain.

Causes of remarkably good attendance:

In regard to general and constant attendance, we have never before known it to be so good. Especially in the winter, the weather and traveling being uncommonly favorable during the whole term of our winter schools. Besides having teachers that were winning in their manners, impartial in their attentions, and fully competent to give instruction in the several branches required to be taught. There was no begging among the scholars for leave of absence. The most of our schools have been well supplied with books, and hence such classifications could be made as would lessen the labor and perplexity of teachers, and greatly benefit the learners. In a word, we have the pleasure to announce to the town that our schools, both and winter summer, have been conducted in such a manner that in two instances only have complaints reached us from any quarter. The causes of these were hardly worth our notice, and were easily and readily removed.

SURRY.

One school fails from its over-crowded condition:

C. H. HIGGINS, SAMUEL WASSON, E. COUSINS, *Committee.*

The teacher was very industrious, labored hard, and had no difficulties in her school, except the large number of scholars, and a short vacation by which the scholars partially lost their interest in their studies. The scholars too exhibited a good degree of perseverance and obedience to the rules of school, and consequently made as good improvement in all their studies as could be expected. It must be evident to the whole district that the experiment of placing one hundred or more scholars of every age and description in one school room, and under one teacher, has proved a complete failure.

An example for teachers to imitate:

We have made mention of Miss A. in the report of another district, but would here say that she apparently makes improvement in every school she teaches, and in our opinion is a teacher in whom unbounded confidence may be placed. The scholars seemed deeply interested in their studies, and made marked improvement in every branch pursued, and good order pervaded the whole school.

PHIPSBURG.

J. D. WEST, N. C. REED, A. LIBBY, *Committee.*

They still deplore the mismanagement of Agents, and plead for a change in the system:

Sometimes a great mistake is made in the selection of Agents to employ teachers. Frequently men are chosen who take no particular interest in the matter, or do not exercise the discretion used in the ordinary affairs of business. This whole matter, in many places, is wisely put in the hands of the Superintending School Committee.

Portrait of a model teacher—too good to be lost:

Mr. G., in our opinion, is a model teacher. He thoroughly understands his business, applies himself diligently, conducts himself with dignity, and yet with an uncommon degree of gentleness, and the utmost kindness and affectionate regard for all his pupils, so as to command the respect of the whole school. It is therefore not difficult for him to

govern. His word and will seemed to be the only law of the school room. Every pupil seemed to be sweetly drawn into a voluntary and cheerful subjection to this law in every particular. The only teacher we ever knew to be able to eject the "foul weed," tobacco, from the school room with only a few words of persuasion. He paid particular attention to elocution, and was able to give the Committee some specimens of excellent reading by some of his classes.

See how another teacher, in evidence of his pupils' good will, is presented with a fur—below:

The school when visited by the Committee was progressing in the right direction. Order was good. It was evident that a strong attachment existed between Mr. R. and his scholars. This attachment culminated in the presentation of a nice fur collar by the young ladies at the close of the school. Long may No. 8 enjoy his faithful and efficient labors.

Detroit.

S. P. Waterhouse, F. C. Pray, *Committee.*

The Committee of this town present a very brief report, closing with a single practical suggestion:

The necessity of the personal attention of parents to the moral interests and intellectual improvement of their children is nowhere felt more than in our public schools. If interested in the school, and enforcing the punctual attendance and attention of their scholars, much will be gained; otherwise, everything is lost; and instead of intelligence and virtue in our public schools, they will become the prolific sources of nameless grief and misery.

Bethel.

S. R. Hutchins, N. T. True, D. Garland, *Committee.*

Of their teachers for the past year—with a recommendation:

Our teachers, with but few exceptions, have been competent and faithful; and in the schools where we have been thus favored, we trust that the services of those teachers may be early secured for another year.

After school houses, apparatus:

We should not only have good school houses, properly ventilated and warmed, but a sufficient amount of school apparatus. A mechanic cannot be profitably employed without tools, nor can a school make that improvement which it should make, without good school apparatus. What is most needed, and should be supplied before the opening of the summer schools, is a sufficient amount of *blackboard*, so that a whole class may be at work on the board at the same time. A large part of every grammar and arithmetic lesson should be put upon the board, and no scholar should commence the study of grammar until he is able to write a ready hand. Then, with the use of a board and a good teacher, he may study it profitably.

Importance of libraries in school:

Every school room should contain a library of useful books. A small outlay in the purchase of a few good volumes, for the use of the scholars and teacher, would be very profitable. There are families in every district, who do not possess sufficient good books

for their children to read, and do not feel able of themselves to furnish them. Nor are the wages of teachers sufficient to supply them with all the books necessary for them to read, in order to make them efficient teachers. Will not school districts talk this over at their school meetings, and see what may be done in regard to it?

Westfield Plantation.

L. A. Blaisdell, *for the Committee.*

It is quite unusual to receive any reports from the plantations. The following is the entire report from Westfield Plantation.

District No. 1, (no other,) Joel Howard Howard, agent. Whole number of scholars in the district and plantation, 19. Summer term taught by Mrs. C. W. Reed. Length of the school, 44 days; whole number of scholars, 19; average, 13. Good order was maintained throughout this term of school, and good improvement made. All—both teachers and scholars—seemed to be united in making this a pleasant and profitable school. No winter term.

Winterport.

William Tompson, E. H. Small, G. L. Curtis, *Committee.*

Good fortune declared by the Committee to have befallen one district:

The people in this district were fortunate in having their worthless school-house burnt down. A new one is in process of erection, which will be an honor to the district and a blessing to the school.

A school in a private house is better than could have been expected:

The room used in a private house was not convenient for the school, but the teacher and scholars improved the term to good advantage. Government good, method of instruction good, improvement excellent.

Bad elements in one school:

There are elements of insubordination in this school, which it is difficult for a female to control.

The folly of a loose rein appears:

This school, having been governed with loose rein, grew more and more restless and indolent. Very little attention was paid to the requirements of the teacher. The pupils seemed to have other business than their studies.

Newry.

L. W. Killgore, S. B. Fosler, A. W. Powers, *Committee.*

The wretched system of conflicting authorities is illustrated in the following case:

In District No. 3, we do not consider that the school has been of any profit. The majority of the voters in said district met, and voted to have the school stop on account

of the ruinous condition of the school-house—many of the scholars being sick; but the agent would not consent to have it stop. The Committee were called upon, and examined the situation of the school, and concluded, for the benefit of the district, that the school would better stop. They dismissed the teacher, but the school-house was slightly repaired, and the school started again by the agent, and kept three or four weeks, with from five to eight scholars.

Contention and strife are rebuked:

There exists among the people, in several districts, strife and contention in regard to these schools. One is afraid that the other wants to rule. This should be done away with—all should unite to make the schools profitable.

SMITHFIELD.

WM. H. HAYNES, H. C. DECKER, WM. J. HAYNES, *Committee.*

From Smithfield we receive but a brief report, closing with a most earnest desire:

But we most earnestly desire to witness some energetic movement, on the part of the parents, having for its object the removal of that deadening weight of *irregularity* in *attendance*, which is so injurious to the best teachers' best efforts. A suitable education is an obligation due from you to your children; due from the present to future generations; due from every loyal citizen to the country he loves, the government he honors, and the institutions he holds dear.

WINTHROP.

E. HOLMES, *for Directors of Village District.*

Dr. Holmes reports that the highest grade of schools in their series is accommodated at the Academy, by an arrangement with the Principal. The Academy thus answers a double purpose; and if its course of study is properly arranged, a high school is virtually established in that way. The fuller report promised, has not reached us.

CHESTER.

J. D. KYLE, SAMUEL H. CHESLEY, *Committee.*

The backwardness of schools ascribed to want of competent teachers, and the agents gently rapped:

It has been a very common thing in our town to employ some relative. The agent is apt to say the school is small and backward, and he will hire a cheap teacher. But, in our opinion, the best teacher that can be obtained is the cheapest in the end, especially if there is but little money and the scholars young and backward. Such schools need the most experienced and skillful teachers. Eight weeks of school, under the direction of one of our best teachers, would benefit the scholars vastly more than eight months with a poor, cheap teacher. In procuring such teachers, we throw away our money, and rob our children of what we cannot restore.

Brooklin.

O. W. Herrick, G. R. Allen, J. O. Sargent, *Committee.*

Nothing of special importance has occurred in the schools of this town. One teacher has taught more than forty schools:

Mr. Samuel D. Staples, one of our best and most experienced teachers, has taught forty-three terms; and if he succeeds in all his teaching as well as he did in this school, it is to be hoped he may continue to teach for many years to come.

Influence of our common schools:

In conclusion, your Committee would suggest to school agents *particular care* in the selection of teachers; and to parents, an attention to the wants and condition of our common schools, which are exerting so great an influence upon the character and destiny of coming generations, and no less upon our common country.

Cumberland.

J. M. Drinkwater, E. H. Merrill, Asa Greely, *Committee.*

Success of a Normal graduate:

Miss S. is a person who has neglected no opportunity to fit her for the position which she occupies. She is a graduate from one of the first Normal Schools in Massachusetts, and is an experienced and accomplished teacher, the like of whom we would be pleased to have in all our schools.

The school was visited twice; and I might say that I never was in a school before that appeared quite as well as this. Every thing seemed to go smoothly, and the proficiency made in all branches pursued was very apparent.

Secession in one school nearly works its ruin.

The teacher appeared to understand her business, and, I believe, can keep a good school; but many of the scholars seem to have caught the spirit of a certain part of our country, and secession was so rife among them, that the union came quite near being dissolved.

Montville.

J. W. Clough, O. Murray, H. M. Howard, *Committee.*

The prosperity reported of the schools in this town is justly ascribed to the care of agents and Committee, in selecting teachers, and to the willing coöperation of pupils:

Our agents have been very fortunate in securing the services of experienced teachers in most cases, and those have felt a good interest in the schools of which they have had the charge. But while we have found good teachers, our scholars have, as a general thing, done exceedingly well, and all in the school-room has gone smoothly yet.

The moral character of teachers of prime importance:

Feeling the importance of securing an influence on the side of good morals, temperance, and those kindred virtues which adorn and beautify the human character, we have

been careful to select teachers whose morals were of the highest order. This is a point too apt to be overlooked. A good moral character is as necessary as any one thing; and a teacher had better be deficient in education than wanting in such character.

Mt. Vernon.

James R. Marston, M. R. Leighton, True French, *Committee.*

This Committee report a high degree of school success during the past year, but complain of juggling and dancing parties as injurious :

We think the pupils of this school made good improvement; yet if there had been no juggling performances at the school house, and a less number of dancing parties in the vicinity, during the term, we believe their improvement would have been greater, and the reputation of the school higher.

Parents happily coöperate :

The parents have manifested a lively interest in the welfare of their children. Mr. D. is a teacher possessing those high qualities and qualifications which are needed, and which we should strive to secure in our schools.

They reach a most important conclusion :

In conclusion, we entreat you not to lose sight of the wants of our primary schools, while engaged in providing for the defense of our country upon the field of battle. War has a tendency to corrupt the morals. We should therefore labor with increased zeal to counteract its deleterious influence upon the minds of the young. The moral training of our youth is quite as important as the knowledge which they derive from school books. In selecting teachers we should therefore be careful to reject all those who do not come up to the standard of a correct moral deportment.

Baring.

S. M. Smith, *Chairman of Committee.*

A discouraging picture of affairs :

In making our report of the schools of Baring for the past year, we have nothing cheering to say. The same troubles have been experienced in them as heretofore. It has been said by many: "If the Committee would leave the teachers to manage the schools uninfluenced, there would be an infinite gain." We have visited the schools but very little the past year, but the same indifference, insubordination and fault-finding have existed with the scholars and parents as heretofore.

It was thought by many that we should do well to have a male teacher in the Grammar School in the summer, as well as winter. Consequently, the agent employed a gentleman who taught ten weeks. From his appearance and from previous acquaintance with him, your Committee hoped much from him; but his school did not come up to our expectations—in fact, his scholars left school almost in a body before the close. Another gentleman taught the same school in winter. He was reported an experienced and successful teacher, but without the good results which we have been anxious to see.

Your Committee feel almost disheartened in seeing so little interest with scholars and parents, except to find fault with teachers, and thus increase the obstacles to success.

We lament to see so little emulation among the scholars, and so little interest with the parents for their children's best good.

HARTFORD.

WM. BICKNELL, FRANKLIN BRADFORD, R. B. WAITE, *Committee.*

The ladies are equal to the present emergency :

Nine ladies and seven gentlemen were employed in the winter schools; showing the fact that if our young men leave their schools to battle for those stars which have been so long kept bright by our common school system, there are females that are qualified to take their places as teachers; and that if rebellion should still actuate disloyal hearts, our schools will stand, the pride of freedom and terror of tyrants. Your Committee have not been called upon to stand between teacher and pupil as mediator.

Broad hints to Agents and districts :

If our school districts would exercise greater care in the selection of Agents, it would add much to the value of the schools. An Agent should know there are many traits needed in a teacher, besides *relationship, friendship,* and *outside influence.* Energy, patience, kindness and a pleasing manner towards the pupil, should be some of the leading features to attract his notice. Capacity to govern is a great desideratum, but if this faculty is offset by profanity or vulgar conversation, he should be rejected. The body may be held by force, but the mind must be drawn by attraction. Pupils are not slaves, but free citizens in embryo. Fellow-townsmen, you should not expect us to feel a livelier interest in your schools than you do yourselves.

Teachers may be too severe in their style of criticism :

The advancement was not so rapid as in some schools; but what was done, was done thoroughly. If he had practised a little more suavity in his modus operandi—not so severe in his criticism—he would have been more acceptable.

An uncommon thing—not uncommon :

I have no fear of awarding too much credit to either teacher, parents or scholars. A model school in many respects: *no uncommon thing for parents to visit the school.*

Vandalism is threatened with justice :

Before he finished, the stove, chimney and three windows were stolen. At the review I was accompanied by the agent and others of the district, who spoke of the interest of the teacher and children in and out of school. Pupils from eight families had made good advancement. Some that dare not risk the Committee with their complaints, no doubt thought they should drive the teacher away. The agent, true to his trust, provided stove, &c., and will bring those demons to justice, if possible.

The schools still survive the disturbing influences of war :

Although the best *blood,* the brighest *intellect* and the bravest of the *brave* have been brought to bear down upon the heart of treason for nearly three years, our common town school system, the terror of tyrants, the foe of slavery, has not lost the protecting arm of government, or the watchful eye of the town, or the interest of parents, or the love of pupils. And never since our fathers planted the first seed of LIBERTY, and watered it with tears and blood, has the education of the masses been of so much importance.

APPENDIX.

TABLE I.

Showing the number of scholars in the several towns, the attendance of same, length of schools, number of teachers, and their wages, number of districts, houses, age, etc.

ANDROSCOGGIN COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 year.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No attending winter schools.	No. in winter schools who did not attend in summer	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av cost of teacher's board per week.	Av. age of teachers.
Auburn,	1,383	795	610	864	656	150	11.4	11.0	17	3	18	10	-	-	350 00	1	11	22	11	21 77	1 88	1 75	23
Danville,	465	236	203	254	210	-	9.0	10.0	10	1	10	4	1	450 00	-	-	8	10	2	21 00	2 00	2 00	-
Durham,	589	288	214	353	250	75	7.8	8.2	15	3	15	7	-	-	150 00	-	11	12	3	17 14	1 62	1 50	28
East Livermore,	318	221	168	277	223	-	9.3	10.0	8	-	8	6	-	-	-	-	4	9	5	21 25	2 18	1 33	24
Greene,	412	201	164	260	212	59	9.4	10.1	13	3	11	2	-	-	-	-	5	10	6	22 00	2 07	1 16	23
Lewiston,	2,630	1,450	1,066	1,474	1,068	90	15.4	15.0	13	2	22	18	5	7,056 00	1,566 00	2	7	30	25	34 60	4 75	1 75	25
Lisbon,	482	301	229	358	302	50	9.2	10.6	11	2	11	6	1	250 00	50 00	-	10	11	2	22 00	2 50	2 00	23
Leeds,	477	283	212	305	240	80	9.3	9.9	13	1	13	8		-	104 00	-	10	13	3	18 00	1 82	1 07	21
Livermore,	568	350	287	445	370	80	9.0	9.7	18	1	18	10		-	200 00	-	11	18	7	19 00	1 75	1 50	21
Minot,	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-
Poland,	1,050	618	492	645	519	125	9.3	10.7	23	1	20	6		-	-	1	14	20	6	22 85	2 05	1 50	
Turner,	894	760	640	796	740	-	8.3	9.1	20	-	20	18		-	60 00	-	18	20	2	18 50	2 12	2 00	17
Wales,	213	-	-	-	-	-	-	-	7	1	-	-		-	-	-	-	-	-	-	-	-	-
Webster,	-	221	169	230	165	40	10.8	10.0	11	1	11	9		-	112 00	-	6	10	4	16 77	2 02	1 28	-

AROOSTOOK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Amity,	131	86	48	56	36	6	10.6	9.0	3	–	2	1	–	–	18 00	–	2	3	–	17 50	2 08	1 59	20
Ashland,	176	160	140	45	35	15	12.0	9.0	5	–	5	2	–	–	10 00	–	1	5	4	30 00	2 50	1 50	23
Bridgewater,	270	73	80	80	76	–	12.0	12.0	4	–	4	2	–	–	20 00	–	–	4	4	–	–	1 00	23
Fort Fairfield,	406	290	194	250	174	60	12.0	12.0	9	2	6	2	–	–	–	–	2	9	5	19 00	2 40	1 60	21
Hodgdon,	375	258	170	193	135	–	10.6	10.5	9	2	8	2	–	–	55 00	–	4	9	2	16 40	2 00	1 20	20
Houlton,	927	384	297	421	360	76	12.0	11.0	9	–	9	5	2	700 00	137 00	–	5	10	4	20 00	2 50	2 00	20
Linneus,	284	169	123	235	148	83	10.6	10.4	9	1	6	4	1	500 00	49 65	1	3	6	6	18 33	2 00	1 75	19
Littleton,	286	207	186	257	104	–	12.2	12.0	7	–	4	3	1	200 00	–	–	2	7	3	17 00	2 00	1 00	21
Lyndon,	113	86	64	98	67	12	9.0	11.0	3	–	2	–	–	–	25 00	–	1	3	1	18 00	2 37	1 16	20
Masardis,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Mayesville,	322	218	170	124	110	–	9.4	10.0	13	–	5	3	1	300 00	40 00	–	2	7	4	22 00	2 00	1 20	24
Monticello,	205	97	72	77	68	–	11.0	9.0	7	–	7	5	–	–	15 00	–	1	5	2	19 00	1 87	1 00	24
New Limerick,	119	27	17	47	35	–	–	10.0	4	–	3	1	–	–	14 00	–	–	1	3	–	1 75	1 25	–
Orient,	99	36	30	39	36	47	12.0	12.0	4	–	2	–	–	–	–	1	1	1	1	13 00	2 25	–	21
Presque Isle,	350	159	109	180	120	–	–	–	9	–	5	3	1	450 00	–	–	2	6	4	19 00	2 35	1 50	23
Sherman,	275	187	147	162	134	18	8.3	7.4	5	1	5	5	–	1,250 00	18 42	–	2	4	4	18 00	2 62	2 00	24
Smyrna,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	–	–	–	–
Washburn,	143	101	69	93	74	20	10.0	8.0	4	–	2	2	–	–	73 67	–	3	4	–	17 50	1 68	1 33	24
Weston,	191	125	85	55	40	6	10.0	12.0	5	2	5	–	–	–	24 00	–	–	5	3	–	2 12	1 00	26
Bancroft pl.,	120	86	54	52	32	25	12.0	13.0	3	–	3	2	–	–	60 00	–	1	3	1	14 00	3 50	1 00	18
Barker pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Belfast Acad. Gt. pl.,	130	72	52	40	36	16	9.6	12.0	4	2	4	1	–	–	–	–	1	4	1	17 00	1 93	1 34	21
Crystal pl.,	110	44	38	47	32	6	11.4	9.0	5	6	3	2	–	–	15 00	–	1	4	3	20 00	1 62	1 50	22
Dion pl.,	661	–	–	–	–	–	–	–	9	1	1	1	–	–	–	–	–	5	–	–	–	–	–
Dyer Brook pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Dayton pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Eaton Gt. pl.,	192	107	88	94	78	10	12.0	12.0	5	–	4	2	–	–	–	–	1	3	2	16 00	1 50	1 50	17
Fremont pl.,	186	123	102	86	68	37	10.5	8.0	7	–	1	1	–	–	–	–	–	6	5	–	2 18	1 67	21
Forestville pl.,	111	81	64	–	–	–	10.0	–	4	–	2	1	1	175 00	–	–	1	3	–	16 00	1 25	1 18	–
Greenwood pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Grant Isle pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Haynesville pl.,	29	20	20	–	–	–	7.0	–	1	–	1	–	–	–	–	–	–	1	–	–	2 50	2 00	25
Island Falls pl.,	60	25	23	33	27	22	7.0	40.0	5	–	2	2	1	160 00	7 36	–	–	3	2	–	1 94	1 00	18
Leavitt pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter A pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter B, R. 1 pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Limestone pl.,	72	–	–	–	–	–	–	–	3	1	–	–	–	–	–	–	–	–	–	–	–	–	–
Macwahoc pl.,	93	55	46	46	37	12	6.5	6.6	1	–	1	–	–	–	7 61	–	–	1	1	–	2 75	1 50	22
Fort Kent pl.,	407	92	70	–	–	–	16.0	–	3	–	1	1	1	500 00	–	–	–	3	–	–	2 33	2 00	22
Letter L,	125	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Madawaska,	277	–	–	–	–	–	–	–	7	–	2	2	2	240 00	–	–	–	–	–	–	–	–	–
Mapleton pl.,	146	94	74	–	–	–	7.3	–	8	–	3	1	1	125 00	–	–	–	7	–	–	2 12	–	–
Hamlin pl.,	233	–	–	–	–	–	–	–	3	–	1	–	–	–	–	–	–	–	–	–	–	–	–
Alna pl.,	170	–	–	–	–	–	–	–	3	–	3	2	1	–	–	–	–	3	1	–	2 50	1 00	–
No. 9, R. 6 pl.,	40	24	16	–	–	–	12.0	–	2	–	1	1	–	–	–	–	–	1	–	–	2 00	1 50	18
No. 11, R. 1 pl.,	89	–	–	–	–	–	–	–	4	–	1	–	–	–	–	–	–	2	–	–	–	–	–
No. 18, R. 6 pl.,	42	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Portage Lake pl.,	60	20	15	–	–	–	12.0	–	1	–	1	1	–	–	60 00	–	–	1	–	–	2 25	–	–
Reed pl.,	25	14	12	16	14	8	8.0	14.0	2	–	1	1	1	110 00	14 00	–	–	1	1	–	1 75	1 20	–
Sarsfield pl.,	243	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
St. Francis,	97	36	18	–	–	–	12.0	–	2	–	1	1	–	–	–	–	–	2	–	–	2 00	2 00	20
St. John,	57	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Woodland pl.,	38	22	20	22	19	2	4.2	6.0	3	–	1	1	1	100 00	–	–	1	1	–	16 00	2 00	1 75	37
Westfield pl.,	19	17	13	–	–	–	8.0	–	1	–	1	1	1	300 00	–	–	–	1	–	–	2 25	1 00	37

CUMBERLAND COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Baldwin,	422	224	161	246	188	65	10.5	8.5	11	1	11	1	–	–	60 00	–	7	10	1	22 05	1 93	1 33	27
Bridgton,	1,003	550	400	308	404	118	9.8	9.1	20	–	20	15	1	300 00	–	–	14	20	6	22 00	2 00	1 40	–
Brunswick,	1,690	939	766	976	891	175	12.4	12.6	22	–	27	24	–	–	200 00	2	15	34	19	23 00	3 75	2 00	24
Cape Elizabeth,	1,230	642	580	901	799	–	12.5	12.0	12	–	13	9	–	–	204 00	1	10	14	4	25 00	2 75	2 50	25
Casco,	468	–	–	–	–	–	–	–	8	1	8	3	–	–	–	–	7	8	1	–	–	–	–
Cumberland,	621	359	261	374	280	15	8.0	9.0	11	2	11	8	–	–	–	–	7	13	6	28 00	2 06	1 90	26
Falmouth,	631	365	282	419	333	–	6.8	9.5	12	–	12	4	–	–	175 00	–	8	10	4	22 00	3 00	1 50	–
Freeport,	927	561	421	637	482	115	10.8	10.5	18	2	17	5	–	–	75 90	1	15	17	4	24 10	2 11	1 83	24
Gorham,	1,087	–	–	–	–	–	–	–	18	–	18	1	1	1,000 00	–	11	19	4	–	–	–	–	–
Gray,	700	369	273	455	350	75	9.5	9.2	11	11	3	–	–	–	75 00	–	10	12	2	20 00	2 00	2 00	23
Harpswell,	–	360	291	399	320	36	9.6	12.6	17	–	12	4	–	–	100 00	–	9	12	5	23 00	1 88	3 00	214
Harrison,	425	273	212	327	247	45	9.4	12.3	12	2	14	2	–	–	363 32	–	5	13	8	21 20	2 12	1 32	25
Naples,	520	275	214	211	147	34	10.1	9.0	12	1	12	6	–	–	30 00	1	7	11	–	18 26	1 80	1 11	22
New Gloucester,	647	339	247	375	300	128	11.4	9.8	13	1	11	6	–	–	100 00	–	8	13	5	25 57	1 96	1 71	23
North Yarmouth,	404	223	162	197	166	50	9.5	13.0	7	2	2	4	–	–	70 00	–	4	6	3	25 50	2 75	2 00	–
Otisfield,	412	–	–	–	–	–	–	–	12	1	12	7	–	–	100 00	–	9	12	2	18 00	1 75	94	–
Portland,	10,645	–	–	5,427	4,091	–	–	–	–	–	19	19	1	65,684 00	10,608 00	8	10	76	74	75 00	4 90	–	–
Pownal,	377	170	129	321	272	147	9.4	11.0	11	1	11	5	–	–	75 00	–	5	5	7	22 00	2 15	1 35	26
Raymond,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Scarborough,	730	370	255	421	304	–	12.0	11.4	11	1	11	7	–	–	112 00	–	8	11	3	22 00	2 25	2 00	22
Sebago,	362	254	144	233	159	38	9.2	11.4	8	2	9	5	–	–	54 40	–	5	7	3	15 50	1 95	1 07	21
Standish,	756	446	331	455	353	89	11.8	10.5	16	1	16	12	–	–	149 93	–	10	15	4	20 40	2 31	1 44	24
Westbrook,	1,722	1,108	803	863	593	–	10.5	13.0	17	–	17	13	1	6,000 00	–	–	10	22	8	27 00	–	2 50	27
Windham,	931	478	367	542	482	–	11.0	11.0	19	–	19	7	–	–	–	1	15	18	4	22 00	2 50	1 50	22
Yarmouth,	699	367	288	427	341	–	10.7	10.7	8	2	9	1	–	–	134 00	–	6	11	6	33 00	2 56	2 16	28

FRANKLIN COUNTY.

Avon,	200	250	142	255	185	85	9.5	9.0	13		11	8		–		60	00		7	9	2	17	00	1	50	1	50	20
Carthage,	198	–	–	–	–	–	–	–	–	–	6	6	1	–		–			6	–	–	14	00	1	40	–		–
Chesterville,	434	210	195	320	260	80	8.7	9.6	13	1	12	8		–		–			4	12	12	20	00	2	00	1	25	21
Farmington,	925	620	558	740	606	120	9.3	10.0	23	7	24	6		–		100	00		14	23	10	24	00	2	50	1	75	23
Freeman,	240	124	96	231	189	114	10.0	9.5	7	3	10	8		–		50	00		6	6	4	15	09	1	56	1	25	20
Industry,	300	142	102	225	177	90	7.3	10.2	11	3	9	6		–		48	00		2	7	9	25	00	1	69	1	25	23
Jay,	640	313	239	461	368	140	10.0	9.0	16	4	15	8		–		115	00		10	16	4	19	50	1	51	1	25	21
Kingfield,	205	112	80	165	127	16	10.5	10.4	6		5	4		–		45	00		4	4	1	21	00	1	80	1	19	25
Madrid,	191	108	74	115	84	–	9.4	9.0	8		7	3		–		60	00		3	7	4	20	00	1	60	1	15	20
New Sharon,	635	378	238	518	422	120	9.7	10.1	19	2	19	6		–		125	00		12	16	9	23	00	1	92	1	12	21
New Vineyard,	295	103	83	251	203	138	8.7	8.2	13	2	9	6		–		40	00		6	5	5	18	17	1	84	1	01	23
Phillips,	585	–	–	–	–	–	–	–	18	4	16	–		–		–			–	–	–	–		–		–		–
Rangely,	113	79	52	72	59	15	8.4	8.4	4	–	4	2		–		22	50		3	4	1	17	33	1	33	1	17	21
Salem,	138	87	67	107	86	20	8.0	8.0	7	–	6	–		–		30	57		2	5	2	16	00	1	87	1	00	21
Strong,	229	188	148	213	167	50	9.0	11.2	9	4	7	3		–		110	00	2	8	8	3	14	00	1	54	1	25	22
Temple,	232	126	104	152	124	28	6.5	8.0	10	1	7	4		–		–			5	5	6	16	00	1	50	1	00	20
Weld,	425	232	178	268	295	–	8.5	11.0	11	–	11	2		–		150	00		8	9	3	17	50	1	37	1	37	20
Wilton,	629	377	273	562	413	180	8.8	9.5	14	2	15	6		–		156	87		11	13	7	17	64	1	95	1	12	22
Eustis pl.,	114	90	61	–	–	–	9.0	–	4	–	4	3		–		274	00		–	4	–	–		1	62	1	00	21
Letter E pl.,	45	30	22	39	0	9	16.2	15.2	2	–	2	1		–		598	00		1	2	1	24	85	1	35	1	14	21
Perkins pl.,	50	20	17	27	18	5	6.0	7.0	3	–	2	2		–		25	00		–	2	2	–		1	75	1	25	22
Rangely pl.,	–	–	–	–	–	–	–	–	–	–	–	–		–		–			–	–	–	–		–		–		–
Dallas pl.,	63	20	18	33	30	13	6.8	8.8	1	1	1	1		–		48	50		1	1	–	20	00	1	50	12	5	31
Sandy River pl.,	40	–	–	–	–	–	–	–	3	–	1	–		–		–			–	–	–	–		–		–		–
Washington pl.,	29	–	–	–	–	–	5.5	5.5	–	–	–	–		–		–			–	–	–	12	50	3	12		75	–
Green Vale pl.,	26	26	22	26	20	8	6.0	1.0	–	–	1	1		–		1	00		1	1	–	13	00	1	00	1	25	30

HANCOCK COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No of school houses.	No. in good condition	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Amherst,	160	112	78	-	-	-	12.0	12.0	4	-	3	1	-	-	20 00	-	-	2	4	1	25 00	2 00	1 62	21
Aurora,	110	77	59	39	29	15	12.6	8.0	3	-	3	1	-	-	10 00	-	-	1	3	-	26 66	2 00	1 11	25
Bluehill,	778	470	376	467	432	56	11.7	7.0	18	1	18	9	-	-	90 00	-	-	10	19	9	27 00	2 20	1 32	21
Brooklyn,	423	267	26	300	29	30	9.1	9.0	10	-	9	6	-	-	90 00	-	-	5	10	5	29 75	5 25	1 16	25
Brooksville,	581	281	189	325	242	122	9.0	7.1	11	-	12	-	-	-	12 00	-	-	12	12	-	25 00	1 70	1 25	27
Buckeport,	1,339	773	567	821	620	-	12.3	10.8	16	-	21	17	-	-	400 00	1	-	11	18	10	30 45	2 30	1 94	-
Castine,	530	299	244	300	241	56	19.0	11.7	4	-	6	6	-	-	682 00	1	-	4	8	1	46 00	4 45	2 00	-
Cranberry Isles,	155	94	74	107	90	16	10.0	10.2	6	-	4	1	-	-	16 52	-	-	1	4	4	26 00	2 25	2 00	-
Deer Isle,	1,730	-	-	-	-	-	-	-	30	-	-	-	-	-	-	-	-	21	29	6	30 00	2 75	-	-
Dedham,	200	130	97	156	126	-	7.6	8.6	7	-	5	3	-	-	86 08	-	-	3	5	3	24 00	2 00	1 20	22
Eastbrook,	61	42	31	32	24	9	8.0	7.0	4	-	2	-	-	-	5 00	-	-	1	3	-	16 00	1 02	1 50	24½
Eden,	491	268	201	319	266	51	9.0	9.3	14	-	10	4	1	826 00	97 65	-	-	4	13	5	27 60	2 50	1 75	27
Ellsworth,	2,280	1,136	852	1,000	750	-	10.0	9.0	21	-	22	7	-	-	600 00	1	-	15	35	9	34 45	3 39	2 25	-
Franklin,	449	278	225	153	118	34	8.8	8.0	11	-	7	3	-	-	60 00	-	-	4	8	-	26 00	2 25	1 38	21
Gouldsborough,	828	410	330	395	296	112	8.2	8.0	15	2	13	10	-	-	119 00	-	-	8	15	5	26 40	1 88	1 68	23
Hancock,	389	264	159	218	177	97	10.0	8.4	7	-	6	3	-	-	-	-	-	6	7	-	25 00	2 50	1 40	23
Mariaville,	195	150	124	141	130	14	8.3	7.5	5	-	5	1	-	-	-	-	-	1	5	4	28 00	2 00	1 50	20
Mount Desert,	390	173	140	260	203	133	8.7	8.7	12	-	10	3	-	-	125 00	-	-	5	8	5	25 80	2 27	2 00	24
Orland,	792	550	428	680	470	200	10.0	10.0	17	2	16	10	-	-	180 00	-	-	9	14	2	24 70	2 29	2 00	27
Otis,	90	65	50	40	35	20	14.0	7.0	3	-	3	3	1	373 00	10 00	-	-	2	3	-	22 00	1 83	1 25	25
Penobscot,	639	367	267	289	292	128	10.0	9.0	12	1	12	9	-	-	78 00	-	-	9	12	3	26 50	2 05	1 14	25½
Sedgwick,	530	311	226	368	287	130	10.4	8.8	10	-	10	3	-	-	91 85	-	-	8	10	2	27 31	2 00	1 22	23
Sullivan,	271	176	128	217	176	55	12.8	10.1	6	-	6	4	-	-	5 00	-	-	6	6	-	25 00	2 08	1 35	29
Surry,	547	329	255	421	338	40	9.9	10.0	8	1	8	6	-	-	-	-	-	8	9	4	30 66	2 37	1 50	22
Tremont,	904	404	304	503	392	112	9.5	9.7	12	1	11	10	-	-	109 00	-	-	10	14	4	28 40	2 45	1 29	25
Trenton,	610	401	325	475	380	75	10.0	9.0	12	-	11	9	-	-	-	-	-	8	11	3	25 00	2 50	1 50	-

Waltham,	167	127	84	109	77	11	10.0	6.2	5	–	4	1	–	–	20 56	–	4	5	1	20 00	2 05	1 57	27		
Swan Island,	210	108	–	203	–	95	8.5	7.3	6	–	6	5	–	–	–	–	–	–	–	21 37	2 33	–	–		
Verona,	192	125	116	147	120	10	7.5	9.2	4	–	4	2	–	–	44 12	–	2	4	1	27 50	2 25	1 25	–		
No. 7,	40	27	27	–	–	–	12.0	–	1	3	1	1	–	–	–	1	–	–	–	26 00	–	1 50	28		
No. 21, Middle Div.,	25	18	14	–	–	–	8 0	–	1	–	1	1	–	–	–	–	–	1	–	–	1 50	–	25		

KENNEBEC COUNTY.

Albion,	520	249	200	383	340	134	9.1	11.0	14	–	14	5	–	–	150 00	–	9	12	5	18 60	1 87	1 12	22		
Augusta,	2,447	705	484	781	579	76	11.1	10.0	23	–	24	7	–	–	410 00	–	14	23	11	25 00	2 10	1 75	–		
Belgrade,	480	281	215	457	351	176	7.4	8.0	18	–	18	12	–	–	244 00	–	7	12	11	21 28	2 45	1 57	22		
Benton,	488	299	212	325	264	52	11.3	12.0	10	–	10	7	–	–	–	–	5	10	5	22 00	1 75	1 51	22		
Chelsea,	375	195	164	199	150	14	10.5	9.3	9	–	8	3	–	–	200 00	–	2	8	6	16 00	2 02	1 40	22		
China,	1,045	–	–	–	–	–	–	–	22	–	20	15	1	300 00	–	–	15	20	6	–	–	–	–		
Clinton,	670	275	254	309	242	34	11.6	11.0	12	1	11	8	–	–	123 50	–		14	5	21 50	2 50	1 90	–		
Farmingdale,	276	164	128	213	142	–	11.6	11.5	3	1	5	4	–	–	103 99	–		5	3	30 00	2 75	1 70	–		
Fayette,	292	136	104	185	149	38	9.8	10.8	10	4	10	7	–	–	–	–	4	7	6	18 75	2 06	1 34	24		
Gardiner,	1,450	955	786	856	689	42	11.0	11.1	–	–	16	18	1	500 00	1,151 00	3	5	16	17	29 06	2 64	1 69	24		
Hallowell,	742	484	363	408	318	36	19.0	12.0	3	–	10	10	–	–	445 50	2	2	8	7	44 00	2 44	1 83	28		
Litchfield,	559	224	173	401	319	–	9.3	9.6	13	2	15	7	–	–	–	–	0		5	22 00	1 80	1 57	24		
Manchester,	232	131	92	144	107	27	11.0	11.2	7	–	7	2	–	–	175 00	–	3		4	26 00	1 00	1 46	22		
Monmouth,	612	385	291	403	334	75	9.3	10.1	14	1	14	4	–	–	100 00	–	5	14	9	22 00	2 20	1 80	20		
Mt. Vernon,	487	272	204	349	287	96	8.3	9.9	13	–	13	6	–	–	–	–	6	13	7	22 17	2 02	1 40	23		
Pittston,	935	506	408	575	466	70	9.3	9.8	19	–	18	10	–	–	–	–	5		15	28 00	2 43	–	–		
Readfield,	495	275	208	349	279	75	9.3	10.8	12	–	12	7	–	–	160 00	–	8	11	5	19 25	2 18	1 70	22		
Rome,	367	246	193	308	241	62	7.5	8.4	8	–	8	7	–	–	40 00	–	6	8	2	23 00	2 00	1 44	25		
Sidney,	676	396	319	514	383	119	7.5	8.8	20	–	20	17	–	–	150 00	–	7	17	13	23 00	2 32	1 25	–		
Vassalborough,	1,107	623	481	701	561	163	9.3	9.0	24	–	23	13	–	–	200 00	–	12	23	13	21 00	2 45	1 30	21		
Vienna,	329	169	133	260	209	102	7.2	9.6	10	–	10	8	–	–	76 40		3	8	7	22 66	2 00	1 26	20		
Waterville,	1,661	1,150	1,070	1,300	1,125	140	11.0	12.5	15	–	20	15	–	–	–		8	23	16	19 00	3 00	1 75	22		
Wayne,	306	240	183	310	243	104	8.1	10.4	10	2	10	5	–	–	101 00		4	9	7	24 00	1 99	1 18	22		
West Gardiner,	494	325	293	456	372	123	10.3	11.5	9	–	9	5	–	–	–		4	9	5	23 25	2 50	1 75	–		
Windsor,	541	298	211	339	250	41	7.0	8.0	16	2	13	7	–	–	200 15		8	9	3	22 00	2 00	2 15	–		
Winslow,	660	366	258	411	306	93	10.5	8.5	16	1	15	4	1	600 00	155 67		10	16	4	20 00	1 80	1 10	21		
Winthrop,	747	403	309	441	343	89	11.1	11.5	10	1	11	6	1	250 00	200 04		5	11	7	27 19	2 85	1 79	22		
Clinton Gore,	100	70	56	80	61	10	9.0	8.0	2	–	2	1	–	–	31 00		1	2	1	24 00	2 05	2 00	25		
Unity pl.,	13	7	6	9	7	3	8.0	7.0	1	–	1	1	–	–	2 00		–	1	1	–	1 00	50	19		

KNOX COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Appleton,	613	383	289	454	336	140	12.0	11.1	12	1	11	7	–	–	100 00	–	9	12	4	22 00	1 62	1 08	21
Camden,	1,883	1,149	906	1,506	1,224	–	9.5	8.8	17	–	20	10	–	–	480 00	2	17	25	17	30 00	2 51	1 63	26
Cushing,	283	179	121	174	129	49	6.9	5.6	7	–	6	2	–	–	36 00	–	6	7	–	18 75	1 67	1 70	22
Friendship,	279	156	124	158	151	42	10.0	9.0	6	1	6	3	–	–	52 50	–	4	6	2	23 00	1 91	2 00	25
Hope,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
North Haven,	354	232	162	270	217	120	9.9	9.4	6	–	6	4	–	–	97 85	–	6	6	–	29 66	1 58	1 50	23
Rockland,	2,668	1,603	1,391	1,671	1,338	–	9.5	17.3	4	3	14	–	–	–	1,104 18	5	12	23	16	41 25	4 76	–	–
South Thomaston,	635	422	277	487	390	65	9.2	9.5	12	–	11	7	–	–	150 00	–	8	12	4	33 33	2 90	2 10	27
St. George,	1,113	617	2,151	653	618	117	12.0	9.0	19	–	17	9	–	–	26 00	–	10	16	6	25 70	2 00	1 88	21
Thomaston,	980	658	502	617	506	143	11.0	9.0	1	3	11	8	–	–	426 77	4	5	9	8	43 66	3 50	–	–
Union,	640	411	321	442	335	31	11.4	10.6	15	–	15	4	–	–	100 00	–	11	12	4	25 00	2 00	1 50	26
Vinalhaven,	632	327	238	408	381	220	8.3	7.4	11	–	11	6	–	–	176 70	–	11	8	1	29 00	1 84	1 77	24
Warren,	856	530	406	651	493	182	11.2	10.3	19	2	19	7	–	–	70 00	–	16	18	2	25 19	1 88	2 00	27
Washington,	610	300	261	412	367	145	12.0	11.3	13	–	11	3	–	–	78 00	1	10	13	3	21 25	1 75	1 50	–
Matinicus Isle,	108	54	37	74	50	26	12.0	12.0	1	–	1	1	–	–	25 00	–	1	1	–	25 00	2 00	1 80	25
Muscle Ridge pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

LINCOLN COUNTY.

Alna,	285	166	126	211	161	–	9.5	8.5	6	–	6	4	–	–	45 00	–	7	6	–	20 00	1 33	1 55	–
Boothbay,	1,071	656	483	747	581	200	10.7	9.5	16	–	16	7	–	–	244 16	–	14	16	2	28 28	2 46	1 75	23
Bremen,	330	267	203	232	177	73	10.7	9.0	9	2	9	4	–	–	80 00	–	4	9	3	23 25	1 75	1 75	22
Bristol,	1,225	758	586	795	583	159	14.4	10.7	21	2	15	10	1	500 00	–	–	17	20	4	25 03	2 12	2 40	24
Damariscotta,	575	289	233	339	251	62	12.2	10.1	6	1	6	–	–	–	179 86	2	5	7	4	26 30	2 51	1 95	26
Dresden,	457	202	157	295	220	93	9.5	9.3	9	1	8	6	2	800 00	100 00	–	8	7	2	22 20	2 42	1 55	25
Edgecomb,	464	237	166	315	238	78	10.2	8.3	8	–	8	1	–	–	69 52	–	8	6	–	21 50	1 87	1 72	27

Jefferson,	805	449	300	519	439	100	10.2	8.6	17	–	15	6	–	–	175 00	–	12	16	3	23 00	2 25	1 50	22
Newcastle,	643	335	265	388	303	30	9.3	9.1	14	–	14	4	–	–	132 78	–	12	10	2	19 00	2 02	1 60	25
Nobleborough,	594	337	228	402	307	–	10.6	9.0	12	–	12	7	–	–	–	–	11	11	1	22 00	1 72	1 75	22
Somerville,	282	160	130	163	150	3	10.1	11.9	7	1	6	2	–	–	100 00	–	–	6	5	–	1 90	1 50	19
Southport,	278	102	87	175	137	73	9.5	10.4	5	1	5	5	–	–	–	–	3	4	2	26 00	3 50	3 00	23
Waldoborough,	1,990	989	720	891	700	–	13.0	12.0	31	1	32	25	1	500 00	–	3	24	28	4	26 00	2 25	3 00	–
Westport,	352	205	157	240	170	13	10.0	10.0	5	–	5	3	2	2,150 00	88 25	–	4	5	1	26 40	1 90	2 05	23
Whitefield,	718	464	359	514	437	105	9.4	8.0	18	–	18	9	–	–	100 00	–	15	17	2	20 35	1 58	1 28	24
Wiscasset,	685	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Monhegan Isle,	71	32	23	52	30	20	9.0	10.0	1	–	1	1	–	–	–	–	1	1	–	30 00	2 25	–	21

OXFORD COUNTY.

Albany,	330	180	121	339	186	78	8.4	8.0	9	2	9	–	–	–	80 80	–	6	9	4	18 00	1 76	83	22
Andover,	282	185	127	189	145	42	10.1	9.7	7	–	6	3	–	–	–	–	5	7	2	22 60	2 00	1 50	23
Bethel,	867	552	429	714	569	139	9.5	9.8	26	2	26	8	–	–	–	–	6	25	9	18 75	2 12	1 30	23
Brownfield,	524	373	265	328	317	75	11.3	10.5	15	–	14	6	2	900 00	–	–	9	15	2	16 85	1 84	1 15	19
Buckfield,	611	333	264	358	286	86	10.2	9.9	13	3	13	6	–	–	131 75	–	8	13	6	17 62	1 87	1 23	21
Byron,	87	27	21	70	60	50	7.0	9.0	7	1	3	3	–	–	–	–	1	3	4	25 00	–	1 75	20
Canton,	344	236	185	251	187	15	10.4	9.4	11	–	9	3	1	525 00	150 00	–	5	10	6	21 25	2 25	1 50	22
Denmark,	245	163	145	180	160	–	11.4	10.0	14	–	13	–	–	–	50 00	–	13	13	–	20 00	2 50	1 00	23
Dixfield,	421	250	202	295	240	–	10.0	11.0	10	1	10	2	–	–	–	–	9	8	2	20 00	2 00	1 50	–
Fryeburg,	589	302	235	288	224	68	12.5	10.7	16	–	15	6	–	–	75 00	–	8	16	5	22 33	2 20	1 25	24
Gilead,	127	62	55	100	82	27	7.0	8.5	6	–	6	1	–	–	13 00	–	2	5	4	19 00	2 19	98	21
Grafton,	25	20	15	10	6	4	10.0	6.0	3	1	1	1	–	–	–	–	1	1	–	18 00	1 25	–	18
Greenwood,	387	264	202	268	201	94	8.0	8.0	13	–	12	6	–	–	130 00	–	5	11	8	20 00	1 75	1 10	20
Hanover,	102	59	49	83	58	35	8.1	7.0	4	1	4	–	–	–	3 00	–	4	4	–	16 25	1 50	1 25	20
Hartford,	415	216	196	337	263	102	9.1	9.3	13	3	14	6	–	–	55 00	–	6	4	8	17 57	1 84	1 45	20
Hebron,	279	154	127	195	149	57	10.3	9.8	6	3	8	6	–	–	56 02	–	5	8	2	21 90	1 80	1 33	23½
Hiram,	486	297	231	341	249	56	11.7	15.0	14	1	14	3	–	–	91 99	1	5	13	8	16 33	1 97	1 07	20
Lovell,	560	336	260	377	318	58	10.0	9.7	13	1	13	6	–	–	–	–	9	13	4	19 00	1 94	1 05	21
Mason,	69	40	32	30	21	20	10.5	12.0	1	1	1	1	–	–	5 00	–	1	2	–	17 00	1 75	75	30
Mexico,	228	157	114	162	108	39	7.4	8.4	7	–	6	4	–	–	25 00	–	3	7	4	14 66	1 78	1 12	21
Newry,	148	120	105	128	110	8	8.4	7.5	6	1	6	2	–	–	–	–	5	6	1	16 40	2 34	1 02	21
Norway,	735	356	286	457	369	121	8.4	10.3	15	–	17	12	–	–	74 46	1	12	16	4	20 90	1 91	1 20	25
Oxford,	490	291	206	321	222	88	9.3	10.1	10	2	11	4	–	–	–	–	7	9	4	22 30	2 24	1 44	23
Paris,	1,060	600	480	750	600	200	10.0	11.0	18	–	18	14	–	–	200 00	–	15	21	3	20 00	2 00	1 75	20
Peru,	441	–	–	–	–	–	–	–	10	–	10	4	–	–	–	–	10	10	–	20 00	1 50	1 50	22
Porter,	473	303	221	281	208	67	10.8	9.9	13	3	13	1	–	–	120 00	–	7	13	3	18 00	2 00	1 05	23

OXFORD COUNTY, (CONTINUED.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Roxbury,	62	40	36	54	44	14	7.0	8.0	5	1	2	2	–	–	–	–	1	5	4	13 00	2 00	1 50	21
Rumford,	475	–	–	–	–	–	–	–	13	13	13	4	–	–	30 00	–	11	13	2	21 50	2 00	1 50	20
Stow,	189	112	98	162	147	50	10.5	9.0	8	–	7	4	–	–	125 00	–	2	8	6	18 00	2 50	1 40	25
Stoneham,	190	129	86	99	58	30	8.0	9.0	7	–	6	2	–	–	29 00	–	2	6	1	21 50	1 92	1 31	21
Sumner,	423	269	211	354	277	–	10.3	10.3	15	1	15	11	–	–	50 00	–	7	14	7	17 75	1 75	1 10	21
Sweden,	272	146	121	190	144	44	11.0	11.7	8	–	8	5	–	–	56 00	–	3	6	5	18 00	2 16	1 42	22½
Upton,	88	46	38	68	41	22	8.3	12.0	4	–	3	3	–	–	5 00	–	1	3	3	–	1 87	1 00	21
Waterford,	521	301	239	376	297	103	10.9	10.4	14	1	13	9	–	–	–	–	7	44	5	19 25	1 75	1 25	20
Woodstock,	335	207	151	198	158	–	8.6	8.5	12	1	9	6	–	–	–	–	7	10	1	18 00	1 75	1 21	21
Andover N. Surplus,	24	–	–	–	–	–	8.0	–	–	–	–	–	–	–	–	–	–	–	–	–	1 50	–	–
Franklin pl.,	109	70	50	78	58	20	8.5	10.0	3	–	3	3	–	–	50 00	–	2	3	1	14 71	1 58	1 25	23
Fryeburg Acad. Gt.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hamlin's Grant,	25	25	20	27	23	9	12.0	12.0	1	–	1	1	–	–	1 10	–	1	1	–	14 41	1 36	75	24
Lincoln pl.,	17	13	11	15	11	–	8.0	10.0	1	–	1	1	–	–	5 40	–	–	1	1	–	2 00	1 00	23
Milton pl.,	97	37	27	46	38	9	10.9	12.7	2	2	2	–	–	–	63 56	–	1	2	1	15 00	2 50	1 00	20
Riley pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Ingalls pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

PENOBSCOT COUNTY.

Alton,	225	167	131	123	85	–	9.3	10.0	7	–	3	2	–	–	–	–	2	6	1	21 00	2 06	1 55	22
Argyle,	146	112	87	42	36	–	10.5	10.0	4	–	3	3	–	–	21 00	1	1	3	–	20 00	2 00	1 87	–
Bangor,	5,974	3,639	3,017	3,861	2,981	321	12.0	24.0	–	–	36	30	–	–	3,917 00	5	6	63	63	84 00	6 25	1 75	–
Bradford,	657	329	232	422	308	152	9.8	10.3	13	1	12	4	–	–	75 00	–	7	11	6	22 00	2 40	1 39	22
Bradley,	364	227	163	220	143	–	14.0	10.0	4	–	5	5	1	367 00	–	–	2	4	3	30 00	2 50	–	–
Brewer,	1,016	603	463	702	551	100	11.8	12.4	7	–	10	7	–	–	515 00	–	5	13	9	34 40	2 58	1 92	26

Burlington,	200	120	90	158	141	38	11.0	12.0	6	–	5	4	1	700 00	–	–	2	5	2	18 00	2 00	1 50	22
Carmel,	523	309	224	353	268	135	9.7	10.1	11	–	10	9		–	133 08	–	6	11	5	23 17	2 12	1 42	22
Carroll,	200	106	73	101	88	20	13.0	12.0	6	–	6	3		–	20 00	–	3	5	4	20 00	2 25	1 25	21
Charleston,	518	256	181	328	257	72	10.3	12.4	11	1	10	4		–	–	–	4	10	7	20 50	2 47	1 40	–
Chester,	148	90	66	85	57	21	5.5	6.6	6	–	5	3		–	18 00	–	3	6	2	18 28	1 87	1 26	23
Clifton,	125	93	71	103	70	9	9.0	11.0	4	–	4	2		–	13 50		2	4	2	21 00	2 00	95	23
Corinna,	614	–	–	–	–	–	–	–	15	2	15	6		–	–		4	15	10	–	–	–	–
Corinth,	725	444	358	465	375	17	15.9	2.9	17	1	18	2		–	–		4	18	11	23 75	3 39	1 26	22
Dexter,	858	523	412	445	357	50	8.0	9.0	12	1	15	13		–	–		4	14	14	28 60	2 62	1 46	22
Dixmont,	546	294	212	391	296	87	10.1	10.1	22	2	13	1		–	143 85		8	11	5	22 14	1 85	1 34	23
Eddington,	303	148	104	219	175	94	9.0	9.0	7	1	7	5		–	71 83		6	6	2	23 00	2 12	1 36	22
Edinburg,	24	19	7	17	10	7	12.0	.0	1	2	1	1		400 00	6 00		1	1	–	–	2 25	1 50	21
Enfield,	213	149	105	19	12	2	11.3	12.0	5	–	5	1		–	24 05	–	–	7	1	–	2 34	1 75	24
Etna,	389	295	185	248	213	53	8.6	9	8	–	8	4		–	226 00	–	3	9	6	20 50	2 50	1 69	23
Exeter,	626	322	241	427	331	193	10.0	11.0	12	1	13	9		–	–	–	10	13	3	22 00	2 00	1 54	22
Garland,	614	338	270	252	203	86	10.1	9.0	9	3	9	8		–	–	–	7	11	3	22 00	1 92	1 33	21
Glenburn,	339	–	–	–	–	–	–	–	8	1	7	1		–	–	–	4	8	4	19 00	–	–	–
Greenbush,	–	–	–	–	–	–	–	–	–	–	–	–		–	–	–	–	–	–	–	–	–	–
Greenfield,	136	115	84	28	15	–	10.0	8.0	5	–	2	1		500 00	18 00		–	5	1	–	2 10	1 25	36
Hampden,	1,240	820	682	871	704	–	10.0	10.4	20	–	20	13		–	–		6	22	16	26 00	1 75	2 00	–
Harmon,	625	350	300	369	238	150	10.0	10.5	14	–	11	9		–	125 00	1	9	11	3	19 00	1 50	1 50	24
Holden,	310	215	170	243	194	41	8.8	8.7	9	–	8	7		–	45 05		2	9	7	26 00	2 61	1 28	21
Howland,	–	–	–	–	–	–	–	–	–	–	–	–		–	–		–	–	–	–	–	–	–
Hudson,	317	198	153	247	204	57	10.6	9.3	7	–	7	4		–	26 00		4	7	3	26 00	2 20	1 75	25
Kenduskeag,	339	317	211	226	187	50	9.0	8.0	4	3	6	3		–	70 00	7	3	7	5	26 00	2 00	1 56	24
Lagrange,	291	158	112	160	118	–	12.6	13.2	4	–	3	1		–	41 83		3	3	1	27 00	2 50	1 56	23
Lee,	339	248	182	247	191	25	8.7	10.1	9	1	9	9		–	1 15	1	5	9	3	21 00	1 97	1 38	19
Levant,	585	292	216	394	289	137	8.7	9.6	10	3	10	8		–	100 00		8	10	3	23 33	1 95	1 43	23
Lincoln,	604	446	316	391	318	73	16.9	12.5	11	–	10	4		–	–		2	12	9	43 00	2 50	1 60	25
Lowell,	224	139	100	54	49	25	12.0	9.0	7	–	6	3		175 00	14 73		1	5	2	23 00	1 50	1 50	20
Mattawamkeag,	101	78	59	38	30	4	13.3	14.0	3	–	1	1		–	36 40		–	3	1	–	2 00	1 60	20
Maxfield,	56	28	25	20	15	20	27.0	10.0	4	–	2	–		–	20 00		–	2	1	–	1 50	90	21
Milford,	255	185	131	196	139	11	9.7	11.8	4	–	4	3	1	675 00	87 21	1	1	4	5	28 00	2 75	2 06	23
Newburg,	448	252	210	311	224	75	8.8	14.1	10	–	10	10		–	75 00		7	11	3	24 40	1 66	1 30	24
Newport,	443	290	247	329	280	110	10.0	12.0	11	1	10	3		–	–		2	11	9	30 00	2 00	2 00	20
Oldtown,	1,286	843	611	700	491	90	10.0	10.0	8	–	10	10		–	430 00	2	8	23	9	25 80	1 43	2 00	22
Orono,	923	453	316	315	236	–	16.4	12.8	1	–	11	11	1	350 00	663 00		3	11	3	52 00	2 12	1 50	–
Orrington,	769	437	347	497	417	–	10.3	10.5	12	–	13	9		–	95 00		8	13	5	28 38	2 31	2 37	24
Passadumkeag,	130	85	52	92	68	20	9.8	9.4	4	–	4	3		–	25 32		1	3	2	16 00	2 50	1 40	20

PENOBSCOT COUNTY, (CONTINUED)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week	Av. age of teachers.
Patten,	230	139	107	–	–	–	10.0	10.0	6	–	6	4	1	200 00	–	–	1	6	3	30 00	2 00	2 50	25
Plymouth,	385	230	181	250	212	60	9.1	10.3	9	1	9	5	1	285 00	160 00	–	3	9	7	31 66	3 36	1 55	20
Prentiss,	127	–	19	–	6	27	8.0	10.2	7	–	4	2	1	50 00	–	–	1	3	4	–	2 07	1 03	19
Springfield,	343	207	157	180	145	43	11.2	11.6	6	4	7	–	–	–	33 44	1	2	6	4	26 16	2 32	1 13	22
Stetson,	345	224	169	231	176	90	10.0	9.4	7	2	7	3	1	450 00	–	–	2	8	5	20 00	3 00	1 25	
Veazie,	290	243	165	225	167	41	14.0	12.0	1	–	3	–	–	–	25 00	–	1	4	2	40 00	2 50	2 00	24
Winn,	150	90	70	85	60	–	12.0	12.0	3	–	3	–	–	–	–	–	–	3	3	–	3 00	1 50	26
Drew pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Mattamiscontis pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Medway pl.,	188	132	60	–	–	–	–	–	4	–	2	2	–	–	5 00	–	–	3	–	–	1 80	1 50	23
McCrillis pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Pattagumpus pl.,	47	32	26	–	–	–	12.0	–	1	1	1	1	–	–	–	–	–	1	–	–	2 50	1 75	–
Webster,	19	9	8	15	13	7	12.0	11.0	2	1	–	–	–	–	–	–	–	1	1	–	2 50	1 32	21
Woodville,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
PISCATAQUIS COUNTY.																							
Abbot,	295	208	160	213	164	29	8.7	9.7	9	2	9	3	1	350 00	75 00	–	1	8	7	26 00	1 62	1 09	23
Atkinson,	431	286	226	292	231	50	9.7	8.8	11	1	10	4	1	350 00	75 00	–	4	10	7	20 00	2 06	1 50	22
Barnard,	81	56	41	–	–	–	11.1	–	3	–	2	1	–	–	12 00	–	–	3	–	–	1 41	1 25	25
Bowerbank,	44	–	–	27	18	–	–	18.0	2	1	2	–	–	–	12 00	–	–	–	2	–	1 75	1 37	20
Blanchard,	51	33	24	45	33	12	9.0	9.0	1	–	1	1	–	–	225 00	–	–	1	1	–	2 50	1 17	17
Brownville,	334	241	180	224	164	42	8.8	10.5	9	–	8	1	–	–	36 55	–	3	10	6	23 42	1 93	1 27	21
Dover,	745	463	341	277	204	85	9.0	9.0	17	2	17	13	1	400 00	–	–	7	16	9	19 00	2 00	1 40	–
Foxcroft,	427	269	204	241	204	38	8.4	8.0	11	–	11	4	–	–	–	–	6	12	5	16 08	1 86	1 35	22
Guilford,	291	216	148	233	178	30	10.1	10.3	8	1	8	4	–	–	60 00	–	2	8	8	23 00	2 05	1 28	18

Greenville,	111	62	47	62	47	–	12.5	13.2	4	–	3	–	–	–	18 12	–	2	3	–	19 00	2 50	1 41	25
Kingsbury,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Medford,	150	108	90	115	94	40	6.5	7.8	6	–	4	3	–	–	8 00	–	1	4	3	15 00	2 10	1 25	24
Monson,	248	161	121	121	88	60	9.2	9.6	9	1	6	4	–	–	60 00	–	2	10	6	22 00	1 40	1 09	21
Milo,	395	278	200	216	256	48	9.1	9.5	9	–	9	4	1	400 00	–	–	2	10	8	22 00	1 91	1 12	22
Orneville,	248	160	125	164	123	30	7.8	8.2	8	2	7	2	–	–	33 00	–	3	7	4	17 00	1 50	1 20	21
Parkman,	438	259	192	271	197	87	8.7	8.2	14	–	12	4	–	–	84 03	–	3	12	9	22 00	1 85	1 50	21
Sangerville,	438	234	195	297	245	–	9.0	8.5	9	2	9	6	–	–	–	–	5	9	4	23 20	2 25	1 75	23
Sebec,	425	268	199	290	225	75	10.1	10.8	9	1	8	5	–	–	–	–	4	10	6	19 50	2 02	1 35	23
Shirley,	124	99	76	79	64	15	9.0	10.0	3	1	3	1	–	–	50 00	–	1	3	3	20 00	2 00	1 50	24
Wellington,	200	152	115	199	144	42	8.9	7.3	8	1	8	6	–	–	55 00	–	2	7	7	20 00	1 93	1 17	21
Williamsburg,	80	14	5	50	36	–	8.0	10.5	3	–	3	2	–	–	12 50	–	1	1	1	30 00	1 68	1 70	24
Katahdin Iron Works,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Chesuncook pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Elliottsville pl.,	24	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

SAGADAHOC COUNTY.

Arrowsic,	110	62	45	63	44	3	19.9	24.9	2		2	2	–	–	53 07	–	1	2	1	28 00	3 00	2 25	24
Bath,	3381	–	–	–	–	–	4.0		–	–	15	12	–	–	2503 00	4	7	30	27	55 85	2 06	2 75	
Bowdoinham,	741	483	395	581	456	100	10.0	10.4	18	–	18	14	–	–	50 00	–	13	18	5	21 54	2 36	1 50	22
Bowdoin,	576	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Georgetown,	491	298	199	192	135	44	10.2	10.3	7	1	7	3	–	–	75 00	–	6	9	1	27 20	2 25	1 81	24
Perkins,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Phipsburg,	759	396	277	473	368	199	11.1	9.4	14	–	14	10	–	–	91 00	–	14	15	2	24 00	1 50	2 25	25
Richmond,	836	500	362	647	440	147	9.6	10.2	11	–	14	9	–	–	–	–	8	15	6	25 00	2 50	2 00	25
Topsham,	524	342	284	403	331	123	8.7	11.2	10	–	13	5	–	–	39 50	–	10	12	4	21 00	2 00	2 25	20½
West Bath,	125	54	46	87	69	33	8.0	9.2	4	–	4	3	–	–	–	–	2	5	1	20 33	1 90	–	25
Woolwich,	440	263	210	275	212	83	8.2	10.3	9	–	8	4	–	–	75 00	–	6	9	2	25 83	2 17	1 65	24

SOMERSET COUNTY.

Anson,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–		–	–	–	–	–	–	–
Athens,	568	351	269	424	334	–	8.4	10.0	13	1	13	4	–	–	139 00		7	13	6	22 71	2 33	1 21	27
Bingham,	350	157	107	232	161	106	9.6	10.6	12	–	8	4	–	–	115 00		1	7	11	28 00	1 97	1 00	22
Brighton,	260	211	118	212	155	93	8.0	8.0	9	1	7	1	–	–	60 00		4	6	4	19 25	1 76	1 00	20
Cambridge,	178	120	86	143	106	23	9.0	9.0	5	–	5	–	–	–	37 93		4	5	1	20 00	1 72	1 16	22
Canaan,	693	434	334	479	359	154	10.2	11.5	12	3	12	5	–	–	181 56		6	13	7	25 50	2 37	1 28	–
Concord,	224	109	89	140	110	78	10.2	9.1	12	–	9	6	–	–	30 00		4	6	5	19 00	1 88	0 95	22

SOMERSET COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Cornville,	383	265	212	325	245	67	8.0	9.6	13	2	12	6	–	–	–	–	3	12	9	21 00	2 25	1 17	22
Detroit,	275	167	132	204	148	57	8.8	10.6	4	1	5	3	–	–	84 63	–	4	5	2	17 50	2 11	1 58	22
Embden,	389	–	–	–	–	–	–	–	14	2	12	4	1	400 00	–	–	4	7	9	–	–	–	–
Fairfield,	1,054	577	429	414	362	125	9.1	8.5	17	1	19	12	–	–	250 00	–	8	17	8	21 85	2 36	1 43	22
Harmony,	436	–	–	–	–	–	7.8	–	11	10	10	–	–	–	–	–	5	10	14	20 66	–	–	–
Hartland,	446	247	186	293	222	99	8.6	9.8	6	6	9	4	–	–	–	–	3	10	7	28 80	1 82	1 26	21
Lexington,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	–	–	–	–	–
Madison,	559	372	276	401	339	29	9.0	9.0	17	2	15	6	1	550 00	–	–	9	15	4	25 00	1 91	71	25
Mayfield,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Mercer,	360	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moscow,	205	168	133	124	97	29	7.5	9.5	11	–	6	1	–	–	42 42	–	3	9	4	20 33	1 86	96	25
New Portland,	537	319	245	430	331	115	8.5	9.0	16	1	14	11	–	–	150 00	–	7	15	8	21 42	2 06	1 12	21
Norridgewock,	630	327	243	386	305	59	8.5	10.8	20	5	15	9	–	–	250 00	–	2	14	13	32 00	2 50	1 32	22
Palmyra,	610	364	260	414	306	106	17.1	12.1	14	2	15	7	–	–	144 00	–	8	16	7	22 10	1 80	1 26	32
Pittsfield,	575	–	237	–	310	132	9.5	9.6	10	4	10	7	–	–	–	–	6	10	4	26 00	3 00	2 00	–
Ripley,	250	150	112	173	103	23	12.5	10.1	5	1	5	1	–	–	58 20	–	3	5	2	28 00	2 21	89	22
St. Albans,	917	463	318	595	418	62	13.0	14.2	14	1	14	3	–	–	150 00	–	3	13	12	29 00	3 15	1 12	22
Solon,	508	283	190	420	317	118	8 2	9.6	14	1	15	9	1	300 00	155 69	–	6	11	3	25 00	2 04	1 07	21
Skowhegan,	1,311	945	753	824	644	80	9.2	11.2	20	2	25	20	–	–	–	–	9	21	15	27 00	4 93	1 46	–
Smithfield,	290	150	120	212	155	88	8.5	8.5	7	–	7	4	–	–	49 95	–	4	6	3	23 50	2 47	1 33	23
Starks,	460	274	227	358	310	103	7.0	8.2	15	1	11	7	–	–	92 00	–	5	14	9	20 00	1 94	1 18	21
Dead River pl.,	45	32	28	25	20	3	8.0	8.0	1	2	1	1	–	–	5 00	–	–	3	1	–	1 07	1 00	20
Flag Staff pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moose River pl.,	38	36	29	11	9	4	12.0	9.0	1	–	1	1	–	–	3 00	–	–	1	1	–	2 00	1 21	31
West Forks pl.,	35	33	27	29	23	–	12.0	10.0	2	1	2	1		–	–	–	–	3	2	–	1 50	1 00	–
The Forks,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Pleasant Ridge pl.,	80	50	45	52	47	10	6.0	12.0	3	2	3	1	–	–	11 00	–	–	4	5	–	2 00	1 50	20
No. 2, R. 2, . .	55	24	20	24	17	17	9.0	10.0	3	1	2	2	–	–	–	–	–	–	–	–	1 50	1 00	18
Jackmantown pl.,	25	18	15	–	–	–	12.0	–	2	–	1	–	–	–	3 50	–	–	1	–	–	1 00	1 00	20
Carratunk, . .	80	69	60	13	12	4	6.5	6.0	4	2	3	3	–	–	15 00	–	–	6	2	–	2 00	6 50	25
WALDO COUNTY.																								
Belfast, . .	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	
Belmont, . .	234	156	125	200	167	50	11.0	10.0	5	1	5	–	–	–	50 00	–	–	4	5	–	25 00	1 75	1 50	25
Brooks, . .	370	239	175	286	204	40	10.6	9.2	7	–	7	2	–	–	164 00	–	–	6	7	1	27 00	2 50	1 50	26
Burnham, . .	388	223	165	196	142	37	8.2	8.0	8	–	7	4	–	–	49 58	–	–	7	5	2	20 60	1 90	1 42	22
Frankfort, . .	898	592	407	609	487	163	8.6	10.3	9	5	9	5	–	–	209 85	–	–	5	11	6	22 25	2 87	3 12	–
Freedom, . .	249	153	113	245	171	86	9.0	8.0	8	1	9	7	–	–	50 00	–	–	7	9	2	18 00	1 30	1 31	20
Islesborough, .	488	289	216	322	265	46	10.0	8.0	8	–	7	2	–	–	40 00	–	–	10	8	–	30 00	2 25	2 00	26
Jackson, . .	310	192	140	231	196	41	8.8	7.8	9	1	9	6	–	–	55 79	–	–	6	10	2	20 51	1 68	1 21	26
Knox, . . .	400	229	195	350	300	–	11.0	10.0	9	2	9	6	–	–	100 00	–	–	9	7	2	20 00	1 25	1 00	–
Liberty, . .	396	200	175	300	250	360	9.0	10.0	7	2	8	8	–	–	50 00	–	–	5	9	4	22 00	1 50	2 00	25
Lincolnville, .	915	459	397	510	487	151	10.0	9.0	17	–	17	8	–	–	–	–	–	9	8	2	20 00	1 65	1 50	19
Monroe, . .	635	325	180	416	270	91	9.0	8.0	13	4	13	8	1	400 00	–	–	–	11	13	2	23 50	1 37	1 42	–
Montville, . .	600	310	250	408	315	98	10.7	9.8	15	2	14	6	1	500 00	50 00	–	–	13	14	2	20 00	1 50	1 28	22
Morrill, . .	230	146	92	160	126	14	10.9	9.8	4	3	6	–	–	–	–	–	–	3	6	3	18 50	1 76	1 15	23
Northport, . .	375	270	164	289	212	64	10.5	9.4	10	–	10	4	–	–	205 60	–	–	5	8	5	33 00	2 75	1 50	24
Palermo, . .	497	200	168	410	314	209	10.5	11.0	12	2	12	9	–	–	100 00	–	–	9	13	3	20 80	1 87	1 20	23
Prospect, . .	388	277	180	282	215	35	9.8	11.1	7	6	6	4	–	–	70 00	–	–	4	7	4	22 14	1 71	1 48	26
Searsmont, . .	605	402	295	463	371	60	10.0	7.5	12	3	12	9	1	237 00	80 00	–	–	11	12	1	23 00	1 72	1 30	–
Searsport, . .	960	566	434	609	467	–	9.6	9.5	10	–	11	6	1	1,700 00	–	1	–	6	19	9	37 52	2 00	2 50	23
Stockton, . .	725	640	527	476	393	133	10.5	12.0	9	4	9	8	–	–	150 00	2	–	6	17	4	30 00	2 87	1 88	18
Swanville, . .	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	
Thorndike, . .	350	205	170	250	200	45	10.3	9.7	10	–	10	5	–	–	75 00	–	–	5	10	5	18 00	1 75	1 25	20
Troy, . . .	568	318	250	455	351	77	10.0	11.0	12	3	12	10	–	–	85 00	–	–	12	12	–	22 00	2 25	1 25	25
Unity, . . .	436	262	191	340	242	78	9.5	8.0	13	–	11	4	–	–	50 00	–	–	12	10	3	22 00	1 50	1 50	25
Waldo, . . .	287	146	128	185	163	24	10.6	8.4	7	–	7	3	–	–	48 00	–	–	4	7	3	26 00	1 85	1 38	28
Winterport, . .	870	458	356	568	480	22	10.8	11.8	15	–	13	9	–	–	–	–	–	6	15	10	30 00	2 20	1 13	22

WASHINGTON COUNTY.

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Addison,	499	300	243	307	261	126	8.1	8.3	14	1	12	2	–	–	89 70	–	2	11	9	27 50	2 81	1 38	22
Alexander,	199	85	55	83	47	–	13.0	12.0	4	2	3	1	–	–	–	–	2	4	1	21 00	2 18	2 08	–
Baileyville,	136	90	80	80	70	10	9.6	6.2	4	1	4	2	–	–	25 00	–	–	4	4	–	2 00	1 00	20
Baring,	174	121	86	108	73	–	11.3	12.0	1	2	2	2	–	–	–	1	1	2	1	27 00	1 50	1 40	24
Beddington,	69	65	52	41	30	–	15.1	8.0	1	1	1	1	–	–	18 00	–	1	2	–	25 00	2 00	1 50	22
Calais,	2,217	1,187	921	1,202	918	–	15.8	15.0	9	–	15	10	–	–	–	2	9	23	14	33 88	2 00	2 03	–
Centerville,	86	61	51	–	–	–	11.5	–	3	1	2	1	1	600 00	1 07	–	–	5	–	–	2 68	1 16	23
Charlotte,	247	138	81	142	120	66	10.5	9.3	6	–	6	2	–	–	28 52	1	4	3	1	23 20	2 31	1 50	28
Cherryfield,	704	482	365	584	442	102	10.4	10.8	8	1	10	6	–	–	83 25	–	1	11	12	20 00	2 61	1 56	24
Columbia,	311	231	176	227	175	–	10.0	11.0	7	–	7	5	–	–	44 02	1	2	6	4	23 00	2 40	1 25	25
Cooper,	175	183	76	145	96	50	6.5	6.9	5	–	5	–	–	–	–	–	5	4	–	20 40	1 81	1 24	20
Crawford,	122	86	64	92	75	32	24.0	30.0	3	–	2	1	–	–	43 00	1	1	3	1	25 00	2 25	1 62	–
Cutler,	447	171	130	188	167	57	12.0	11.0	8	–	7	4	1	200 00	200 00	–	4	6	–	25 00	2 00	1 60	22
Danforth,	128	103	63	103	60	–	12.0	11.0	3	–	3	2	–	–	22 90	–	1	3	2	25 00	2 35	1 37	–
Deblois,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Dennysville,	210	107	69	98	66	44	12.5	13.7	2	–	2	2	–	–	38 00	–	2	3	1	30 50	2 15	1 93	24
East Machias,	881	354	328	430	339	85	14.0	12.0	8	–	9	7	–	–	92 45	2	6	8	1	35 00	2 50	2 73	30
Eastport,	1,650	780	476	705	436	75	20.0	20.0	1	–	6	6	–	–	915 00	3	4	9	8	52 00	3 60	–	25
Edmunds,	195	156	95	152	67	12	13.0	11.0	6	–	5	5	–	–	20 00	–	2	6	1	27 00	2 23	1 50	23
Harrington,	478	244	187	248	202	–	11.0	12.2	10	–	9	5	–	350 00	–	1	3	7	6	24 00	2 65	1 59	22
Jonesborough,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Jonesport,	202	192	117	49	35	4	11.5	8.5	5	4	5	4	–	–	21 20	1	–	7	2	25 00	1 83	1 41	19
Lubec,	1,030	564	416	648	494	175	11.4	12.5	13	–	12	6	–	–	175 00	–	10	15	2	25 00	1 50	2 50	25
Machias,	888	598	467	513	412	85	10.0	10.0	1	–	12	9	2	3,000 00	150 00	2	3	10	9	50 00	4 00	2 50	25
Machiasport,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Marion,	75	45	29	30	22	7	20.0	12.0	–	3	–	2	–	–	5 00	–	1	2	–	22 00	2 25	1 50	25

Marshfield,	172	126	95	126	90	19	–	–	2	–	2	2	–	–	30 00	–	2	3	1	22 50	2 08	2 00	27
Meddybemps,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Milbridge,	586	321	268	333	259	50	10.0	9.0	11	–	8	3	–	–	–	–	1	13	6	20 00	2 71	1 75	22
Northfield,	110	–	83	89	84	–	18.0	20.0	3	1	3	1	–	–	6 00	1	1	2	2	26 00	2 00	1 75	–
Pembroke,	1,053	553	362	529	397	–	12.1	12.3	11	–	10	6	1	700 00	100 00	2	7	11	4	25 00	2 56	2 50	25
Perry,	572	275	236	296	263	68	11.5	11.0	12	–	11	1	–	–	–	–	4	7	3	27 00	2 25	2 50	–
Princeton,	291	190	139	196	138	10	14.0	11.8	4	–	4	1	–	–	63 00	–	4	4	1	20 75	2 98	1 75	25
Robbinston,	475	242	151	244	182	80	10.1	11.3	8	–	8	5	–	–	–	–	4	7	2	26 00	2 22	1 77	23
Steuben,	477	323	222	244	195	–	9.8	9.5	11	2	9	6	1	350 00	97 68	1	5	10	2	22 80	1 75	1 22	22
Topsfield,	196	–	97	–	91	–	13.0	31.0	4	–	3	2	–	–	–	–	3	4	1	21 66	1 87	1 04	23
Trescott,	337	206	122	119	95	52	8.5	8.2	8	–	7	2	2	200 00	54 95	1	3	5	1	23 50	2 06	1 73	27
Wesley,	150	96	34	79	28	–	8.0	7.5	5	–	4	1	–	–	48 00	2	3	3	–	17 25	2 00	1 50	26
Whiting,	186	143	110	106	86	–	10.3	7.1	6	–	4	4	–	–	32 00	1	2	5	1	22 67	2 42	1 67	30
Whitneyville,	251	132	92	181	59	35	28.0	22.0	1	–	1	–	–	–	20 00	–	–	2	2	–	4 50	1 70	25
Codyville pl.,	26	16	12	–	–	–	11.0	–	1	–	1	–	–	–	–	–	–	1	–	–	1 75	1 25	19
Jackson Brook pl.,	40	36	30	–	–	–	24.0	–	2	–	1	–	–	–	6 00	–	–	2	–	–	2 00	1 75	21
Talmadge pl.,	33	25	22	18	16	1	20.0	12.0	2	–	1	–	–	–	15 00	–	2	1	–	–	2 00	1 25	24
Waite pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	5	–	–	–	–	–	–	–	–
No. 7, R. 2,	58	42	29	44	31	13	8.7	11.1	2	–	1	1	–	–	22 50	–	1	2	1	18 00	1 37	1 05	24
No. 9, R. 4,	26	26	19	–	–	–	12.0	–	2	–	2	–	–	–	10 00	–	–	2	–	–	2 00	1 50	21
No. 14,	75	60	55	–	–	–	13.0	–	3	–	3	–	–	–	–	2	–	2	–	19 00	1 00	–	–
No. 18,	19	15	9	–	–	–	10.0	–	1	–	1	1	–	–	–	–	–	1	–	–	1 50	1 50	20
No. 21,	–	13	11	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	1 12	–	–
Big Lake pl.,	71	30	13	–	–	–	7.5	–	3	–	–	–	–	–	–	–	–	2	–	–	1 12	1 25	20
Columbia Falls pl.,	227	119	100	100	81	45	10.0	10.3	3	1	3	2	–	–	30 00	1	2	3	1	28 00	2 56	1 62	24

YORK COUNTY.

Acton,	427	164	123	313	212	89	7.6	8.3	13	–	13	7	1	200 00	75 00	–	10	6	2	17 50	2 45	1 50	22
Alfred,	482	256	204	295	221	93	11.8	11.3	8	–	8	4	2	500 00	160 00	4	6	7	3	20 00	2 25	1 75	24
Berwick,	870	492	391	251	200	29	11.1	10.3	17	1	17	8	–	–	254 93	–	7	15	2	21 16	–	1 65	23
Biddeford,	2,700	1,288	959	1,116	991	200	13.0	14.0	10	2	17	15	–	600 00	6 00	6	11	19	13	25 00	2 00	2 00	23
Buxton,	987	616	461	618	470	108	12.6	12.7	17	1	17	10	1	520 00	150 00	–	15	17	2	18 60	2 59	1 54	23
Cornish,	419	–	–	–	–	–	–	–	13	–	12	8	–	–	–	–	5	11	5	22 00	2 00	2 00	22
Dayton,	231	201	153	210	175	35	10.0	8.0	7	1	5	3	–	–	100 00	–	2	7	5	26 00	3 00	1 25	21
Eliot,	630	322	266	370	286	23	12.3	13.1	8	–	8	3	–	–	–	–	6	8	2	29 00	2 25	2 50	28
Hollis,	611	400	315	510	413	170	9.7	11.0	14	1	14	7	1	350 00	168 00	2	9	12	5	18 00	2 00	1 50	20
Kennebunk,	986	504	367	598	455	110	12.5	10.0	12	–	14	12	–	–	250 00	2	9	10	5	25 15	2 71	1 89	26
Kennebunkport,	924	595	421	586	409	61	12.1	12.4	13	1	13	6	–	–	300 00	2	9	12	4	18 60	1 53	1 22	24

YORK COUNTY, (Continued.)

Towns.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av. length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Kittery,	1,116	595	398	659	447	–	11 1	10.3	12	–	12	5	–	–	–	–	9	14	4	25 00	3 00	–	–
Lebanon,	672	530	414	416	401	30	11.0	13.0	19	1	18	13	–	–	228 31	–	7	16	11	19 00	2 12	1 75	20
Limerick,	515	294	245	321	264	27	10.0	11.0	16	–	10	6	–	–	–	1	6	10	5	20 00	2 20	1 46	34
Limington,	689	388	303	462	349	74	10.7	8.0	17	1	17	12	–	–	–	–	17	18	–	15 22	1 73	1 20	21
Lyman,	462	262	193	318	241	56	10.4	8.4	11	1	11	6	–	–	–	–	10	11	–	20 00	2 04	1 47	22
Newfield,	484	259	200	314	250	–	9.2	7.1	10	1	7	3	–	–	140 46	–	8	10	1	19 62	2 30	1 53	25
North Berwick,	585	407	312	450	333	45	8.9	9 4	17	1	15	13	–	–	125 00	–	4	14	9	22 00	2 20	1 42	24
Parsonsfield,	760	391	302	525	406	134	10.1	11.2	18	3	18	7	–	–	130 00	–	14	18	4	22 00	2 06	1 50	27
Saco,	1,915	1,057	773	1,083	767	31	17.3	18.9	9	–	15	10	–	–	572 09	3	11	20	10	27 25	3 49	1 95	25
Shapleigh,	480	318	234	222	172	44	–	–	12	2	10	4	–	–	104 20	–	6	10	3	18 33	2 00	1 61	22
Sanford,	770	498	384	475	378	–	10.8	8.9	16	5	16	12	–	–	205 81	–	6	14	8	22 27	2 39	1 67	26
South Berwick,	952	512	354	591	387	79	14.0	14.3	13	2	13	10	–	–	300 00	–	5	11	8	23 20	2 85	1 79	25
Waterborough,	743	417	305	511	413	184	9.5	10.7	15	1	14	5	–	–	4 17	–	12	15	3	17 85	1 73	1 92	20
Wells,	1,003	625	429	653	470	93	12.6	12.0	15	–	16	13	–	–	192 81	–	13	16	–	25 18	2 83	1 50	25
York,	1,091	534	367	625	447	–	11.3	12.4	14	–	14	8	–	–	–	–	14	16	2	22 00	2 50	1 75	23

TABLE II.

Showing the population and valuation of the several towns for 1860, the amount of school money raised by taxation or derived from other sources, in 1863–4, etc.

ANDROSCOGGIN COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to pay long public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Auburn,	4,023	923,077	2,500 00	86 20	–	1 81	513 11	–	1,200 00	–	100 00	137 00	3
Danville,	1,336	301,003	1,000 00	198 40	–	2 15	173 90	–	100 00	–	–	46 00	1
Durham,	1,623	459,376	1,000 00	26 20	–	1 69	231 97	–	125 00	–	125 00	49 00	1
East Livermore,	1,029	301,703	617 40	–	–	1 94	138 01	59 60	–	–	–	30 00	1
Greene,	1,225	338,403	735 00	–	–	1 78	167 00	–	–	–	151 00	32 75	1
Lewiston,	7,424	2,426,374	8,500 00	34 00	–	3 23	972 72	–	1,500 00	300 00	–	300 00	1
Lisbon,	1,377	404,016	1,000 00	173 80	–	2 08	167 36	–	50 00	–	25 00	36 00	1
Leeds,	1,390	333,035	850 00	16 00	–	1 78	183 60	–	50 00	–	18 00	41 00	1
Livermore,	1,596	430,779	965 00	7 40	–	1 69	217 69	105 00	450 00	–	75 00	48 00	1
Minot,	1,799	546,581	–	–	–	–	228 88	–	–	–	–	–	1
Poland,	2,747	617,671	1,700 00	51 60	–	1 62	402 27	–	–	–	92 00	69 00	2
Turner,	2,662	748,218	1,617 20	8 00	–	1 80	357 91	–	50 00	25 00	–	80 00	1
Wales,	602	186,842	–	–	–	–	71 81	–	–	–	–	–	1
Webster,	890	312,015	535 00	–	–	1·73	119 69	–	50 00	–	130 00	36 20	1

AROOSTOOK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amity,	303	28,884	250 00	68 20	–	1 90	53 11	–	7 00	–	–	7 50	–
Ashland,	606	68,830	–	11 40	–	2 13	66 95	–	35 00	–	75 00	10 00	–
Bridgewater,	441	44,372	350 00	85 40	–	1 29	66 00	–	–	–	–	8 00	–
Fort Fairfield,	914	75,975	600 00	51 60	–	1 48	161 18	–	–	–	–	25 00	–
Hodgdon,	963	118,467	580 00	2 20	–	1 55	164 18	56 46	10 00	–	–	19 50	–
Houlton,	2,035	240,000	1,250 00	29 00	–	1 34	315 27	–	–	–	–	27 00	2
Linneus,	785	77,270	450 00	–	21 00	1 58	40 77	160 39	21 50	–	23 50	16 00	–
Littleton,	543	53,932	325 00	–	–	1 13	97 54	100 00	–	–	40 00	10 00	–
Lyndon,	284	26,264	175 00	4 60	–	1 55	44 51	29 00	–	–	24 00	5 00	–
Masardis,	190	19,801	–	–	–	–	33 66	–	–	–	–	–	–
Maysville,	665	57,952	400 00	1 00	–	1 24	128 00	30 00	–	–	40 00	23 00	–
Monticello,	483	54,369	290 00	20	–	1 41	72 00	59 00	–	–	32 00	15 00	–
New Limerick,	226	26,712	136 00	1 00	–	1 14	41 65	46 32	10 50	–	5 00	–	–
Orient,	233	17,712	75 00	–	64 80	80	37 03	32 38	–	–	–	4 00	–
Presque Isle,	723	79,874	500 00	290 00	–	1 42	117 06	119 68	–	–	–	23 60	–
Sherman,	486	–	3 50	–	–	1 27	91 63	–	–	–	–	–	–
Smyrna,	165	24,793	–	–	–	–	24 31	–	–	–	–	–	–
Washburn,	318	–	182 40	–	–	1 28	56 10	–	–	–	25 28	5 66	–
Weston,	394	42,230	200 00	–	36 48	1 05	67 49	33 00	10 00	–	–	9 00	–
Bancroft plantation,	304	23,810	200 00	17 60	–	1 67	40 00	100 00	–	–	–	10 00	–
Barker plantation,	43	–	–	–	–	–	5 24	–	–	–	–	–	–
Belfast Acad. Gt. plantation,	287	24,549	175 00	2 80	–	1 65	41 89	21 62	3 00	–	–	3 00	–
Crystal plantation,	429	–	200 00	–	57 40	1 81	44 88	–	–	–	–	8 00	–
Dion plantation,	1,032	–	–	–	–	–	231 30	–	–	–	–	–	–
Dyer Brook plantation,	37	–	–	–	–	–	13 84	–	–	–	–	–	–
Dayton plantation,	64	–	–	–	–	–	10 10	–	–	–	–	–	–

Eaton Gt. plantation,	320	–	192 00	–	–	1 00	77 79	–	–	–	–	–	–	–	–	–	–
Fremont plantation,	336	–	200 00	–	280 00	1 08	53 11	–	–	–	–	–	–	–	–	4 00	–
Forestville plantation,	170	–	107 40	–	–	97	38 90	–	–	–	–	–	–	–	–	4 00	–
Greenwood plantation,	36	–	–	–	–	–	6 73	–	–	–	–	–	–	–	–	–	–
Grande Isle plantation,	545	–	–	–	–	–	101 35	–	–	–	–	–	–	–	–	–	–
Haynesville plantation,	169	–	34 20	–	67 20	1 52	14 36	–	36 00	–	–	–	–	–	–	–	–
Island Falls plantation,	132	–	80 00	80	–	1 33	26 94	–	19 60	–	–	9 50	–	2 50	–	–	–
Leavitt plantation,	32	–	–	–	–	–	14 96	–	–	–	–	–	–	–	–	–	–
Letter A plantation,	–	–	–	–	–	–	3 37	–	–	–	–	–	–	–	–	–	–
Limestone plantation,	164	–	100 00	3 40	–	1 39	31 79	–	30 00	–	–	–	–	–	–	–	–
Maswahoc plantation,	202	–	150 00	38 80	–	1 61	36 65	–	–	–	–	–	–	–	–	–	–
Alva plantation,	386	–	180 00	–	–	1 06	74 80	–	–	–	–	–	–	–	–	–	–
Madawaska plantation,	585	–	–	–	–	–	149 59	–	–	–	–	–	–	–	–	–	–
Mapleton plantation,	265	–	159 60	–	–	1 09	55 35	–	–	–	–	77 00	–	10 00	–	–	–
Fort Kent plantation,	679	–	–	–	–	–	149 00	–	–	–	–	50 00	–	–	–	–	–
St. Francis plantation,	241	–	–	–	–	–	35 00	–	–	–	–	48 00	–	–	–	–	–
St. John plantation,	99	–	–	–	–	–	16 08	–	–	–	–	–	–	–	–	–	–
Portage Lake plantation,	7	–	50 00	14 00	–	83	23 19	–	–	–	–	–	–	–	–	–	–
Westfield plantation,	14	–	30 00	3 00	–	1 58	8 38	–	–	–	–	–	–	1 00	–	–	–
Woodland plantation,	11	–	75 00	52 20	–	1 97	13 00	–	7 75	–	–	20 00	–	1 25	–	–	–
Reed plantation,	72	–	100 00	56 80	–	–	6 73	–	–	–	–	–	–	24 00	–	–	–
No. 11, R. 1 plantation,	174	–	100 00	–	4 40	1 13	–	–	–	–	–	–	–	–	–	–	–
No. 9, R. 6 plantation,	127	–	100 00	23 80	–	2 50	–	–	–	–	–	25 00	–	–	–	–	–
Merrill plantation,	105	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moluncus plantation,	61	–	–	–	–	–	6 36	–	–	–	–	–	–	–	–	–	–
Moro plantation,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Rockabema plantation,	–	–	–	–	–	–	12 34	–	–	–	–	–	–	–	–	–	–
Sarsfield plantation,	473	–	–	–	–	–	89 76	–	–	–	–	–	–	–	–	–	–
Eagle Lake plantation,	105	–	–	–	–	–	19 45	–	–	–	–	–	–	–	–	–	–
Hamlin plantation,	507	–	–	–	–	–	72 56	–	–	–	–	–	–	–	–	–	–
Van Buren plantation,	616	–	–	–	–	–	121 92	–	–	–	–	–	–	–	–	–	–
Daigle plantation,	300	–	–	–	–	–	26 03	–	–	–	–	–	–	–	–	–	–
Benedicta plantation,	367	–	–	–	–	–	36 28	–	–	–	–	–	–	–	–	–	–
Buchanan plantation,	83	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Letter L,	218	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Nashville,	39	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

CUMBERLAND COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Baldwin,	1,227	212,918	736 20	–	–	1 74	168 84	71 37	90 00	–	15 00	26 00	–
Bridgton,	2,558	703,223	1,700 00	165 20	–	1 69	355 29	61 69	–	–	50 00	66 00	2
Brunswick,	4,723	1,761,904	3,500 00	666 20	–	2 07	641 01	–	250 00	150 00	800 00	52 00	1
Cape Elizabeth,	3,281	757,632	2,000 00	31 40	–	1 57	450 28	–	100 00	70 00	–	86 00	2
Casco,	1,115	212,695	669 00	–	–	1 43	120 00	175 00	30 00	–	–	25 00	–
Cumberland,	1,713	455,640	1,027 80	–	–	1 65	235 89	62 41	50 00	–	–	27 00	–
Falmouth,	1,035	621,978	1,200 00	39 00	–	1 90	243 09	–	–	–	–	60 00	–
Freeport,	2,795	821,460	1,800 00	123 00	–	1 94	365 39	–	34 50	–	–	79 02	2
Gorham,	3,253	1,086,704	2,000 00	48 00	–	1 84	427 46	–	–	–	–	–	1
Gray,	1,768	360,080	811 00	–	149 80	1 16	267 03	69 00	150 00	–	100 00	45 00	1
Harpswell,	1,603	446,281	965 00	320 00	–	1 56	222 52	–	150 00	–	700 00	43 13	–
Harrison,	1,252	241,072	800 00	48 80	–	1 88	172 78	44 00	175 00	–	–	30 50	–
Naples,	1,218	233,327	800 00	69 20	–	1 54	154 45	–	125 00	–	40 00	21 07	–
New Gloucester,	1,654	665,946	1,110 00	117 60	–	1 71	243 09	62 99	50 00	–	5 00	48 10	–
North Yarmouth,	1,076	454,776	675 00	29 40	–	1 66	128 16	212 04	150 00	–	–	20 00	–
Otisfield,	1,201	255,904	725 00	4 40	–	1 76	163 05	135 00	40 00	–	–	16 00	–
Portland,	26,342	21,866,000	–	–	–	–	3,647 81	–	–	–	–	–	–
Pownal,	1,053	345,889	631 80	–	–	1 67	145 11	–	60 00	–	50 00	26 00	–
Raymond,	1,229	167,260	737 40	–	–	1 46	130 64	187 36	50 00	–	75 00	10 50	–
Scarborough,	1,811	537,478	1,300 00	214 00	–	1 77	270 39	–	110 00	–	–	50 00	–
Sebago,	958	149,623	580 00	5 20	–	1 33	140 92	–	48 75	–	4 25	5 50	–
Standish,	2,067	451,689	1,300 00	59 80	–	1 72	283 11	88 62	–	–	–	58 95	–
Westbrook,	5,114	1,834,050	3,100 00	–	–	1 76	854 47	120 00	750 00	–	150 00	86 00	4
Windham,	2,635	786,758	1,600 00	19 00	–	1 71	354 92	146 40	200 00	150 00	–	70 74	–
Yarmouth,	2,028	930,841	1,216 20	–	60	1 74	257 80	–	–	–	–	73 17	3

FRANKLIN COUNTY.

Avon,	802	129,977	500 00	18 80	–	1 72	112 96	–	–	–	–	25 00	–
Carthage,	502	63,557	–	–	–	–	67 36	30 00	–	–	–	–	–
Chesterville,	1,313	236,446	666 00	–	121 80	1 53	157 07	36 64	–	–	–	46 00	2
Farmington,	3,106	998,814	1,875 00	11 40	–	2 02	355 29	86 95	1,200 00	100 00	150 00	77 00	1
Freeman,	666	129,137	400 00	70	–	1 66	93 50	48 00	40 00	–	75 00	20 00	–
Industry,	827	180,996	496 20	–	–	1 65	105 22	–	115 75	–	44 66	24 00	–
Jay,	1,686	367,722	1,012 00	40	–	1 58	236 73	78 28	117 00	–	53 00	40 00	–
Kingfield,	671	99,451	405 00	2 40	–	1 98	76 00	75 00	–	–	–	18 35	–
Madrid,	491	44,821	295 00	40	–	1 55	70 00	17 00	–	–	–	12 00	–
New Sharon,	1,731	427,866	1,035 40	–	320 00	1 62	237 60	60 00	125 00	–	50 00	33 00	–
New Vineyard,	864	143,387	518 45	–	–	1 75	115 94	12 00	137 50	–	15 00	15 75	–
Phillips,	1,699	323,701	1,000 00	–	19 40	1 71	214 67	–	–	–	–	51 00	1
Rangely,	238	43,579	–	–	–	–	42 28	–	–	–	–	–	–
Salem,	396	71,715	250 00	12 40	–	1 61	51 61	–	38 85	–	30 00	18 00	–
Strong,	714	152,959	450 00	21 60	–	1 96	97 34	70 60	200 00	200 00	150 00	23 00	–
Temple,	726	113,509	431 00	–	4 60	1 94	84 28	–	–	–	–	15 00	–
Weld,	1,035	176,847	500 00	–	121 00	1 18	148 17	50 00	100 00	–	–	23 00	–
Wilton,	1,920	477,543	1,152 00	–	–	1 83	131 00	100 80	300 00	–	–	52 50	2
Eustis pl.,	306	–	200 00	16 40	–	1 75	42 38	–	–	–	–	5 00	–
Letter E pl.,	108	13,066	80 00	15 20	–	1 78	18 07	–	–	–	–	9 00	–
Perkins pl.,	116	–	75 00	4 20	–	1 50	16 00	–	–	–	20 00	2 00	–
Rangely pl.,	46	5,000	200 00	172 40	–	1 76	42 26	55 00	–	–	40 00	5 00	–
No. 3,	25	10,000	–	–	–	–	–	–	–	–	–	–	–
No. 6,	57	4,000	–	–	–	–	–	–	–	–	–	–	–
Dallas pl.,	–	–	–	–	–	–	19 83	65 66	–	–	–	–	–
Sandy River pl.,	–	–	60 00	–	–	–	–	–	–	–	–	–	–
Washington pl.,	–	–	37 27	–	–	1 50	–	–	–	–	–	–	–
Green Vale pl.,	–	–	45 00	18 00	–	1 73	–	–	–	–	21 00	–	–

HANCOCK COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Amherst,	384	50,046	231 00	60	–	1 44	58 00	81 43	–	–	–	8 00	–
Aurora,	277	40,272	170 00	3 80	–	1 55	37 77	75 00	–	–	–	–	–
Bluehill,	1,994	358,176	1,200 00	3 60	–	1 52	206 00	100 00	122 40	–	–	51 51	1
Brooklin,	1,043	136,476	700 00	74 20	–	1 65	168 29	40 00	12 00	–	–	10 00	–
Brooksville,	1,428	198,998	860 00	3 20	–	1 46	241 04	–	–	–	–	23 00	–
Bucksport,	3,554	975,137	3,000 00	867 60	–	2 24	522 08	75 00	900 00	600 00	–	150 00	1
Castine,	1,357	764,571	2,000 00	185 80	–	2 40	198 96	70 00	50 00	500 00	–	–	1
Cranberry Isles,	347	58,710	208 20	–	–	1 34	55 35	–	–	–	182 00	6 00	–
Deer Isle,	3,592	362,520	2,156 80	80	–	1 25	635 40	–	600 00	–	–	45 00	–
Dedham,	495	94,388	300 00	3 00	–	1 50	72 93	68 98	80 00	–	–	17 00	–
Eastbrook,	221	29,354	100 00	–	32 60	1 64	24 68	13 70	–	–	17 00	3 00	–
Eden,	1,247	138,404	750 00	1 80	–	1 52	186 24	–	400 00	–	105 60	3 50	–
Ellsworth,	4,658	896,299	4,000 00	1,205 20	–	1 71	872 88	–	500 00	100 00	–	326 76	3
Franklin,	1,004	123,056	602 40	–	–	1 34	172 78	66 00	14 00	–	73 00	35 00	–
Gouldsborough,	1,717	133,236	1,030 20	–	–	1 24	307 42	37 43	50 00	–	–	16 00	1
Hancock,	920	180,822	554 40	–	1 20	1 43	148 00	–	–	–	–	25 00	–
Marinville,	458	49,106	150 00	–	124 80	77	7 00	50 00	7 00	–	–	–	–
Mount Desert,	918	129,832	550 20	9 20	–	1 41	152 21	–	100 00	40 00	91 42	23 00	–
Orland,	1,787	312,543	1,200 00	127 80	–	1 64	291 27	135 48	50 00	–	30 00	88 00	1
Otis,	210	22,538	200 00	74 00	–	2 29	35 53	33 00	–	–	–	6 00	–
Penobscot,	1,557	193,375	934 20	–	–	1 46	253 17	42 60	42 50	–	30 00	23 00	–
Sedgwick,	1,223	192,018	800 00	66 20	–	1 51	201 20	26 96	60 00	–	15 00	42 21	–
Sullivan,	862	135,934	518 00	80	–	1 01	99 86	75 00	12 00	–	15 00	4 00	–
Surry,	1,322	164,022	800 00	6 80	–	1 48	215 04	91 48	24 00	–	35 00	36 07	1
Tremont,	1,768	192,984	1,237 60	176 80	–	1 54	273 01	–	80 00	–	72 00	47 00	1
Trenton,	1,400	240,667	840 00	–	–	1 37	224 39	–	–	–	–	15 00	–

Waltham,	374	44,092	200 00	–	24 40	1 20	63 58	74 05	–	–	10 00	5 50	–
Hog Island,	8	350	–	–	–	–	–	–	–	–	–	–	–
Long Island,	188	4,500	187 65	–	–	95	39 24	–	–	–	–	–	–
Swan Island,	492	21,829	300 00	4 80	–	1 43	84 52	–	–	–	–	–	–
Verona,	399	44,143	300 00	60 60	–	1 56	71 81	–	–	–	–	–	–
No. 7,	114	–	60 00	–	8 40	1 50	14 96	–	–	–	–	–	1
No. 10,	33	6,000	–	–	–	–	3 74	–	–	–	–	–	–
No. 21, Middle Division,	54	10,000	20 00	–	12 40	80	13 19	–	–	–	–	–	–
No. 33, Middle Division,	96	18,000	–	–	–	–	–	–	–	–	–	–	–
KENNEBEC COUNTY.													
Albion,	1,554	304,850	1,000 00	67 60	–	1 92	200 00	–	100 00	–	40 00	40 50	–
Augusta,	7,609	2,460,004	8,330 00	3,764 60	–	3 40	1,024 70	–	100 00	20 00	–	203 00	1
Belgrade,	1,592	341,044	1,100 00	144 80	–	1 89	214 82	–	100 00	–	25 00	52 00	–
Benton,	1,183	175,526	800 00	90 20	–	1 63	192 60	–	–	–	25 00	22 00	–
Chelsea,	1,024	181,550	650 00	35 60	–	1 73	154 83	–	50 00	–	–	35 00	–
China,	2,720	555,976	1,725 00	93 00	–	1 65	458 12	–	500 00	–	–	70 50	1
Clinton,	1,803	270,141	1,100 00	18 20	–	1 64	250 57	–	100 00	–	–	10 00	1
Farmingdale,	896	333,359	650 00	112 40	–	2 36	100 98	–	37 00	110 00	–	29 50	1
Fayette,	910	222,583	650 00	104 00	–	2 23	111 33	–	35 00	–	12 50	33 00	–
Gardiner,	4,477	1,723,561	3,900 00	1,213 80	–	2 69	560 60	–	75 00	60 00	–	120 00	All.
Hallowell,	2,435	1,085,742	2,000 00	539 00	–	2 70	277 50	1 50	400 00	300 00	–	80 00	All.
Litchfield,	1,704	475.149	1,022 40	–	–	1 97	172 24	–	350 00	–	–	30 00	–
Manchester,	813	296,792	600 00	112 20	–	2 58	89 00	90 00	235 00	–	–	30 00	1
Monmouth,	1,854	501,989	1,112 40	–	–	1 81	223 54	–	250 00	–	–	54 39	–
Mt. Vernon,	1,470	315,186	882 00	–	–	1 81	181 01	–	115 00	–	44 00	30 00	–
Pittston,	2,616	619,711	1,600 00	28 60	–	1 71	361 65	–	–	–	–	86 25	1
Readfield,	1,510	505,807	1,000 00	94 00	–	2 00	178 00	–	550 00	40 00	53 50	69 75	1
Rome,	864	128,417	550 00	31 60	–	1 50	134 61	–	20 00	4 00	–	15 00	–
Sidney,	1,784	508,912	1,085 00	4 60	–	1 60	243 00	–	75 00	–	150 00	61 25	–
Vassalborough,	3,181	737,920	2,000 00	91 40	–	1 80	426 00	–	400 00	40 00	300 00	72 00	2
Vienna,	878	151,024	526 80	–	–	1 60	124 17	–	–	–	100 00	28 20	–
Waterville,	4,392	1,348.330	2,700 00	64 80	–	1 62	631 16	–	300 00	–	–	100 00	2
Wayne,	1,194	256,032	720 00	3 60	–	1 82	150 34	–	150 00	10 00	40 00	33 00	1
West Gardiner,	1,296	298,496	800 00	22 40	–	1 58	188 49	–	–	–	–	25 00	–
Windsor,	1,548	274,001	930 00	1 20	–	1 72	113 00	–	143 00	–	–	45 00	–
Winslow,	1,739	409,712	1,050 00	6 60	–	1 60	243 46	–	89 75	–	30 00	60 00	–
Winthrop,	2,338	769,018	1,402 80	–	–	1 88	273 76	170 00	179 44	12 00	–	43 50	1

KENNEBEC COUNTY, (Continued.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.	
Clinton Gore,	219	13,135	131 40	–	–	1 31	36 28	–	20 00	–	–	2 50	–	
Unity pl.,	54	10,388	20 80	–	12 49	1 54	5 24	–	–	–	–	1 10	–	
KNOX COUNTY.														
Appleton,	1,573	253,347	964 00	20 20	–	1 57	228 47	–	500 00	100 00	–	31 20	1	
Camden,	4,588	1,062,226	2,825 00	72 20	–	1 60	753 53	180 72	50 00	25 00	500 00	66 00	3	
Cushing,	796	103,547	483 00	5 40	–	1 70	112 55	–	22 00	–	48 00	22 00		
Friendship,	770	123,506	300 00	–	162 00	1 08	100 59	–	15 00	–	–	21 00		
Hope,	1,065	241,094	–	–	–	–	163 78	–	–	–	–	–		
North Haven,	951	146,446	575 00	4 40	–	1 62	152 19	–	–	–	–	6 70		
Rockland,	7,315	2,614,861	6,000 00	1,611 00	–	2 25	1,031 04	–	3,390 00	3,035 00	–	198 00	2	
South Thomaston,	1,615	343,462	1,000 00	31 00	–	1 57	243 44	–	100 00	–	100 00	40 00		
St. George,	2,716	343,152	1,629 60	–	–	1 46	425 20	–	40 00	–	50 00	38 50		
Thomaston,	3,620	2,053,573	2,800 00	628 00	–	2 86	381 00	2,800 00	–	–	–	–	All.	
Union,	1,958	510,737	1,172 40	–	2 40	1 83	291 70	–	330 00	–	150 00	40 00		
Vinalhaven,	1,667	198,803	1,020 00	19 80	–	1 61	253 92	–	143 60	–	–	17 50		
Warren,	2,321	909,254	1,400 00	7 40	–	1 63	342 24	200 00	70 00	700 00	300 00	50 00		
Washington,	1,662	270,616	997 20	–	–	1 62	224 30	–	25 00	–	30 00	37 00		
Matinicus Isle,	276	17,539	165 60	–	–	1 53	40 76	–	10 00	–	–	–		
Muscle Ridge pl.,	183	20,659	–	–	–	–	10 84	–	–	–	–	–		

LINCOLN COUNTY.

Alna,	807	223,310	500 00	15 80	–	1 75	110 33	–	60 00	–	–	28 00	–
Boothbay,	2,857	403,933	1,999 90	285 70	–	1 86	403 53	–	35 00	–	80 50	52 95	–
Bremen,	908	122,466	544 80	–	–	1 65	124 17	–	25 00	20 00	150 00	18 00	–
Bristol,	3,010	422,580	1,750 00	–	56 00	1 43	474 20	–	–	–	250 00	75 00	1
Damariscotta,	1,366	601,198	819 60	–	–	1 42	215 41	–	326 00	–	–	17 80	1
Dresden,	1,248	328,474	748 80	–	–	1 64	172 40	–	150 00	–	–	20 00	–
Edgecomb,	1,112	179,225	667 20	–	–	1 44	177 29	–	69 00	–	18 00	47 30	–
Jefferson,	2,122	404,908	1,273 20	–	–	1 58	321 26	–	50 00	–	–	49 25	1
Newcastle,	1,792	648,991	1,221 70	146 50	–	1 90	250 00	–	180 32	240 00	59 00	60 00	1
Nobleborough,	1,437	261,745	862 00	–	20	1 45	191 21	–	75 00	–	236 70	30 00	–
Somerville,	606	65,047	363 60	–	–	1 29	110 70	–	–	–	–	17 00	–
Southport,	708	130,455	424 80	–	–	1 53	107 34	–	39 00	8 00	38 00	8 00	–
Waldoborough,	4,569	1,010,447	–	–	–	–	766 64	–	–	–	–	–	–
Westport,	798	150,664	480 00	1 20	–	1 36	127 00	–	24 00	–	–	10 00	–
Whitefield,	1,883	392,809	1,300 00	170 20	–	1 81	261 79	–	200 00	–	–	53 98	–
Wiscasset,	2,318	806,749	–	–	–	–	286 85	–	–	–	–	–	–
Monhegan Isle,	195	23,740	100 00	–	17 00	1 40	20 20	–	–	–	–	–	–
Muscongus and other Islands,	130	–	–	–	–	–	–	–	–	–	–	–	–

OXFORD COUNTY.

Albany,	853	140,847	500 00	–	11 80	1 51	120 00	36 00	25 00	–	–	12 70	–
Andover,	748	91,153	455 00	6 20	–	1 61	105 09	18 53	12 00	12 00	–	22 00	1
Bethel,	2,523	580,330	1,513 80	–	–	1 75	373 24	–	–	–	–	68 89	1
Brownfield,	1,398	237,713	838 20	–	–	1 60	216 91	115 00	50 00	–	45 00	–	–
Buckfield,	1,705	504,794	1,025 00	2 00	–	1 67	224 76	120 00	83 00	–	50 00	60 00	1
Byron,	323	19,968	163 56	–	30 24	1 88	32 00	16 85	–	–	40 00	6 75	–
Canton,	1,025	221,361	615 00	–	–	1 79	134 27	61 28	300 00	–	50 00	34 45	1
Denmark,	1,171	200,566	400 00	–	302 60	1 63	200 00	–	125 00	–	–	30 00	–
Dixfield,	1,181	219,664	720 00	11 40	–	1 71	160 00	60 00	–	–	–	–	–
Fryeburg,	1,625	550,593	1,000 00	25 00	–	1 70	216 91	90 00	500 00	400 00	100 00	90 00	–
Gilead,	347	63,484	209 40	1 20	–	1 65	51 00	15 00	75 00	–	50 00	8 00	–
Grafton,	111	23,298	60 00	–	6 60	2 40	13 46	–	–	–	–	2 00	–
Greenwood,	878	119,410	530 00	3 20	–	1 37	134 27	20 00	50 00	–	25 00	28 95	–
Hanover,	257	45,702	155 00	80	–	1 52	44 51	–	75 00	–	50 00	5 50	–
Hartford,	1,155	259,913	693 60	60	–	1 67	179 41	–	40 00	–	60 00	37 00	–

OXFORD COUNTY, (CONTINUED.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Hebron,	895	218,566	540 00	3 00	–	1 93	108 08	–	169 00	90 00	56 00	25 00	–
Hiram,	1,283	240,158	769 80	–	–	1 57	189 45	–	80 00	–	50 00	37 00	–
Lovell,	1,339	272,854	803 40	–	–	1 43	207 93	170 05	–	–	–	36 00	–
Mason,	136	21,847	82 00	40	–	1 20	26 00	–	–	–	–	2 00	–
Mexico,	671	84,722	330 00	–	72 60	1 44	83 78	–	40 00	–	–	14 75	–
Newry,	471	87,638	283 46	–	94	1 93	65 62	38 72	–	–	–	11 50	–
Norway,	1,982	540,355	1,200 00	10 80	–	1 62	299 56	–	–	–	–	–	–
Oxford,	1,281	305,268	1,000 00	231 40	–	2 04	189 98	–	310 00	–	17 00	43 83	1
Paris,	2,828	803,564	1,696 80	–	–	1 60	388 94	200 00	200 00	–	–	80 00	2
Peru,	1,121	199,676	675 00	2 40	–	1 50	175 02	34 38	–	–	–	20 00	–
Porter,	1,240	186,204	744 00	–	–	1 64	169 41	101 90	110 00	–	–	26 95	–
Roxbury,	211	43,045	175 00	48 40	–	2 82	26 18	–	–	–	–	–	–
Rumford,	1,375	285,018	1,075 00	250 00	–	2 24	184 00	–	750 00	–	–	48 00	1
Stow,	551	73,469	335 00	4 40	–	1 77	81 91	–	–	–	40 00	15 00	–
Stoneham,	463	50,045	275 00	2 80	–	1 44	57 00	–	–	–	–	17 00	–
Sumner,	1,154	251,329	700 00	7 60	–	1 65	159 69	10 38	50 00	–	200 00	32 00	–
Sweden,	727	195,120	500 00	63 20	–	1 84	100 61	107 95	46 50	–	–	42 00	–
Upton,	219	–	131 12	–	28	1 49	34 41	–	–	–	–	–	–
Waterford,	1,407	351,189	900 00	55 80	–	1 71	194 10	68 00	–	–	–	61 00	–
Woodstock,	1,025	169,902	608 00	–	7 00	1 81	142 49	–	–	–	–	15 00	–
Andover N. Surplus,	66	3,800	–	–	–	–	15 71	–	–	–	–	–	–
Franklin pl.,	335	26,420	150 00	–	51 00	1 36	44 13	–	3 50	–	–	8 00	–
Fryeburg Acad. Gt.,	–	–	–	–	–	–	2 24	–	–	–	–	–	–
Hamlin's Grant,	79	17,680	50 00	2 60	–	2 00	9 72	–	–	–	12 00	1 50	–
Lincoln pl.,	–	–	44 00	–	–	2 58	7 48	–	–	–	–	–	–
Milton pl.,	271	28,222	175 00	12 40	–	1 80	36 65	–	30 00	–	–	2 00	–

Riley pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–
Ingalls pl.,	–	–	–	–	–	–	–	–	–	–	–	–	–
PENOBSCOT COUNTY.													
Alton,	531	58,184	440 00	121 40	–	1 95	89 76	60 00	–	–	–	18 60	–
Argyle,	580	38,718	328 00	–	20 00	2 24	28 00	–	–	–	–	–	–
Bangor,	16,408	6,015,601	17,000 00	7,155 20	–	2 92	2,234 10	–	–	–	–	850 00	44
Bradford,	1,558	686,107	950 00	15 20	–	1 44	252 79	111 21	60 00	–	25 00	40 00	–
Bradley,	814	116,300	507 00	60	–	1 40	131 08	49 00	–	–	–	11 25	1
Brewer,	2,836	562,499	1,710 00	8 40	–	1 68	368 72	50 60	50 00	–	–	90 00	3
Burlington,	579	61,734	300 00	–	47 40	1 50	96 00	209 00	300 00	–	–	11 00	–
Carmel,	1,273	188,235	775 00	11 20	–	1 48	206 43	96 00	60 00	–	–	43 50	1
Carroll,	470	54,513	300 00	18 00	–	1 50	69 94	71 79	–	–	–	13 50	–
Charleston,	1,430	213,465	800 00	–	41 80	1 54	187 30	119 04	–	–	12 00	30 00	–
Chester,	339	27,902	200 00	–	3 40	1 35	57 60	10 00	–	–	21 00	11 00	–
Clifton,	307	36,529	150 00	–	34 20	1 20	49 37	75 00	–	–	–	15 25	–
Corinna,	1,599	233,711	1,028 64	69 24	–	1 67	228 00	–	–	–	–	45 00	1
Corinth,	1,789	313,870	1,073 40	–	–	1 48	273 79	63 00	200 00	–	25 00	55 00	–
Dexter,	2,365	465,023	1,425 00	6 00	–	1 66	320 86	146 80	–	–	–	72 00	1
Dixmont,	1,442	227,741	900 00	34 80	–	1 64	227 26	132 31	33 00	–	–	22 50	–
Eddington,	856	123,704	600 00	86 40	–	1 98	116 31	–	–	–	25 00	14 00	1
Edinburg,	18	13,713	40 00	11 20	–	1 66	11 00	56 00	–	–	–	–	–
Enfield,	526	47,886	320 00	4 40	–	1 50	84 94	16 89	12 00	–	–	12 25	–
Etna,	850	102,913	550 00	40 00	–	1 41	135 31	46 00	–	–	74 00	12 00	–
Exeter,	1,784	303,839	1,200 00	129 60	–	1 91	234 11	160 00	–	–	–	47 00	1
Garland,	1,498	212,551	900 00	1 20	–	1 53	225 51	90 42	–	–	–	35 00	1
Glenburn,	741	115,453	500 00	55 40	–	1 50	121 50	162 20	–	–	–	36 50	–
Greenbush,	655	62,813	394 00	–	–	1 25	107 79	30 00	15 00	–	–	7 50	–
Greenfield,	359	41,061	316 00	100 60	–	2 31	56 00	96 00	20 00	–	–	13 00	–
Hampden,	3,085	587,718	2,000 00	149 00	–	1 57	466 71	–	–	–	–	85 00	3
Hermon,	1,432	197,120	860 00	80	–	1 38	225 89	–	–	–	25 00	38 50	–
Holden,	804	168,938	500 00	17 60	–	1 61	119 31	19 79	125 00	–	–	27 00	–
Howland,	174	34,629	199 80	95 40	–	2 70	26 24	–	–	–	–	5 00	–
Hudson,	772	70,360	465 00	1 80	–	1 46	123 12	97 69	20 00	–	–	8 00	–
Kenduskeag,	816	119,744	500 00	11 40	–	1 47	130 15	51 91	30 00	–	–	30 00	1
Lagrange,	690	95,835	425 00	11 00	–	1 51	113 70	53 13	50 00	–	–	8 50	–

PENOBSCOT COUNTY, (Continued)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Lee,	937	58,184	560 00	-	2 20	1 65	139 88	-	260 00	-	25 00	28 00	1
Levant,	1,301	184,851	781 00	40	-	1 32	211 67	84 73	77 50	-	-	30 50	1
Lincoln,	1,651	290,455	980 00	-	10 60	1 61	224 75	138 27	250 00	-	5 00	47 00	2
Lowell,	537	64,383	334 20	-	-	1 49	95 71	-	-	-	-	15 00	-
Mattawamkeag,	280	25,000	170 00	2 00	-	1 69	36 28	-	-	-	-	-	-
Maxfield,	162	17,568	125 00	18 80	-	2 23	25 00	-	-	-	-	2 50	-
Milford,	744	151,241	600 00	155 60	-	2 44	108 49	108 00	-	-	-	6 00	1
Newburg,	1,365	170,483	850 00	31 00	-	1 90	178 00	-	-	-	-	22 00	-
Newport,	1,403	250,534	900 00	58 20	-	2 03	176 14	144 00	-	-	-	45 00	2
Oldtown,	3,860	566,903	2,340 00	24 00	-	1 82	485 78	-	25 00	20 00	-	100 00	3
Orono,	2,534	343,069	1,550 00	19 60	-	1 68	290 21	12 00	51 00	69 00	12 00	65 00	2
Orrington,	1,948	355,442	1,200 00	31 20	-	1 58	270 97	69 42	187 00	-	-	70 00	1
Passadumkeag,	360	26,011	220 00	4 00	-	1 69	49 49	14 77	5 00	-	-	11 50	-
Patten,	639	126,711	384 00	60	-	1 67	95 34	69 21	186 00	-	12 00	18 00	1
Plymouth,	989	143,875	600 00	6 60	-	1 55	158 19	40 00	50 00	-	-	40 50	1
Prentiss,	226	27,165	135 00	-	60	1 06	41 30	112 00	-	-	36 00	5 50	-
Springfield,	854	84,228	525 00	12 60	-	1 53	140 25	74 87	12 00	-	30 00	28 00	-
Stetson,	913	166,127	550 00	2 20	-	1 60	136 38	-	40 00	-	-	25 00	1
Veazie,	891	139,992	540 00	-	-	1 86	95 00	-	-	-	-	6 15	3
Winn,	253	25,057	150 00	-	1 80	1 00	52 00	79 00	-	-	-	10 00	-
Drew pl.,	-	-	60 00	37 20	-	1 64	14 19	-	-	-	-	-	-
Mattamiscontis pl.,	31	-	-	-	-	-	-	-	-	-	-	-	-
Medway pl.,	-	-	175 00	-	-	93	52 36	-	-	-	20 00	2 00	1
McCrillis pl.,	-	-	-	-	-	-	3 37	-	-	-	-	-	-
Pattagumpus pl.,	-	-	25 00	-	-	53	50 00	-	-	-	-	-	-
Webster,	-	-	50 00	-	-	2 43	11 07	-	-	-	-	-	-

Woodville,	230	–	90 00	–	48 90	72	41 51	–	–	–	–	–	1
No. 1, North Division,	–	–	–	–	–	–	16 09	–	–	–	–	–	–
No. 2, Grand Falls,	–	–	35 00	–	–	1 00	12 34	–	–	–	–	–	2
No. 4, R. 1,	144	–	75 00	–	11 40	1 09	20 94	–	–	–	–	–	1
No. 5, R. 6, (Monterey,)	229	–	147 00	9 60	–	1 52	38 26	–	25 00	–	–	3 50	1
Whitney Range,	–	–	50 00	–	–	5 00	3 74	–	–	–	–	–	–

PISCATAQUIS COUNTY.

Abbot,	797	113,902	480 00	1 80	–	1 62	111 08	53 15	75 00	–	60 00	21 00	1
Atkinson,	897	133,166	550 00	11 80	–	1 28	144 94	112 00	40 00	–	–	22 00	–
Barnard,	172	14,896	108 00	4 80	–	1 33	31 71	–	–	–	–	3 50	–
Bowerbank,	101	10,446	25 00	–	35 00	57	16 46	30 00	–	–	12 00	–	2
Blanchard,	164	23,292	100 00	1 60	–	1 96	20 00	34 00	–	–	–	–	–
Brownville,	703	105,097	500 00	24 20	–	1 47	124 54	67 80	65 50	–	10 20	20 50	1
Dover,	1,909	415,677	1,200 00	54 60	–	1 61	272 33	–	–	–	–	60 00	1
Foxcroft,	1,102	221,576	700 00	38 80	–	1 64	148 48	69 86	400 00	–	–	35 50	1
Guilford,	837	140,863	510 00	7 80	–	1 75	112 67	47 10	60 00	–	–	23 50	–
Greenville,	310	42,402	200 00	14 00	–	1 80	44 00	50 00	–	–	–	3 00	–
Kingsbury,	101	22,373	100 00	–	14 60	1 27	28 75	–	–	–	–	–	–
Medford,	354	36,751	200 00	–	12 40	1 33	67 00	6 00	50 00	–	–	10 00	–
Monson,	709	113,960	425 00	20	–	1 71	95 04	51 25	–	–	50 00	13 50	1
Milo,	959	125,441	600 00	24 60	–	1 52	165 90	101 50	12 00	–	–	9 50	1
Orneville,	512	68,069	307 20	–	–	1 24	93 13	25 00	–	–	–	14 00	–
Parkman,	1,166	204,164	700 00	–	60	1 60	163 05	20 00	250 00	–	20 00	45 00	–
Sangerville,	1,314	245,568	800 00	11 60	–	1 83	199 00	52 00	30 00	–	–	46 00	1
Sebec,	1,152	142,328	750 00	58 80	–	1 76	172 20	100 00	–	–	–	27 00	1
Shirley,	282	33,963	100 00	–	69 20	80	62 00	150 00	–	–	10 00	3 00	–
Wellington,	694	95,724	400 00	–	16 40	1 38	113 20	–	–	–	–	17 00	–
Williamsburg,	182	19,020	125 00	15 80	–	1 84	29 53	–	–	–	3 50	5 00	–
No. 2, R. 5,	6	3,800	–	–	–	–	5 61	–	–	–	–	–	–
No. 3, R. 5,	31	3,000	20 00	1 40	–	1 33	5 46	–	–	–	–	–	–
No. 6, R. 9,	281	–	–	–	–	–	–	–	–	–	–	–	–

SAGADAHOC COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Arrowsic,	347	97,224	209 00	80	–	2 09	44 51	–	–	–	–	–	–
Bath,	8,078	5,876,993	9,500 00	4,653 20	–	2 81	1,164 95	500 00	25 00	75 00	–	450 00	17
Bowdoinham,	2,349	607,858	1,500 00	30 00	–	2 02	286 10	–	400 00	–	161 00	50 00	1
Bowdoin,	1,748	360,393	1,048 80	–	–	1 69	199 49	–	50 00	–	155 00	25 00	–
Georgetown,	1,254	189,554	675 00	–	77 40	1 37	189 43	–	150 00	–	20 00	30 00	–
Perkins,	95	47,955	50 00	–	7 00	2 50	7 28	–	–	–	–	–	–
Phipsburg,	1,750	536,487	1,100 00	50 00	–	1 45	272 00	–	100 00	–	50 00	58 00	1
Richmond,	2,740	891,224	1,600 00	–	44 00	1 91	313 00	–	310 00	–	–	60 00	1
Topsham,	1,605	810,623	1,200 00	237 00	–	2 29	197 46	39 69	–	1,010 00	–	54 05	1
West Bath,	400	105,381	300 00	60 00	–	2 40	43 60	–	6 00	–	–	9 00	–
Woolwich,	1,319	550,872	800 00	8 80	–	1 91	173 33	–	50 00	–	20 00	50 60	–

SOMERSET COUNTY.

Anson,	2,001	449,911	1,200 00	–	–	1 72	274 51	145 00	–	–	–	60 00	–
Athens,	1,417	273,026	850 00	–	20	1 50	203 45	120 00	113 25	–	–	35 25	–
Bingham,	933	120,360	500 00	20	–	1 43	132 77	60 00	65 00	–	32 00	22 50	1
Brighton,	732	56,589	475 00	35 80	–	1 83	112 87	–	15 00	–	2 00	9 00	–
Cambridge,	516	77,486	309 60	–	–	1 74	62 00	30 12	8 00	–	–	11 05	–
Canaan,	1,715	273,654	1,100 00	71 00	–	1 59	278 62	42 00	57 50	–	–	58 75	1
Concord,	541	69,179	324 60	–	–	1 46	89 76	74 00	40 00	–	42 00	15 50	–
Cornville,	1,142	254,817	700 00	14 80	–	1 82	149 59	142 54	–	–	–	36 00	–
Detroit,	659	85,874	400 00	4 60	–	1 39	102 85	51 41	–	–	–	24 85	1
Embden,	1,042	157,246	625 20	–	–	1 69	134 74	60 00	40 00	–	50 00	11 00	–
Fairfield,	2,753	674,890	1,700 00	48 20	–	1 61	396 87	–	295 00	–	50 00	71 00	2
Harmony,	1,081	158,007	664 20	–	–	1 51	165 20	100 00	–	–	–	50 00	–

Hartland,	1,050	153,777	650 00	20 00	–	1 45	173 00	–	–	–	–	43 10	–
Lexington,	496	54,723	300 00	2 40	–	1 62	75 00	–	–	–	–	8 00	–
Madison,	1,615	423,520	987 00	18 00	–	1 75	215 41	104 00	–	–	–	42 50	–
Mayfield,	118	9,315	70 80	–	–	1 41	16 38	–	–	–	–	–	–
Mercer,	1,059	209,040	636 00	60	–	1 76	136 14	–	–	–	–	–	–
Moscow,	574	61,702	445 00	100 60	–	2 17	89 76	21 44	10 00	–	42 50	14 00	–
New Portland,	1,554	320,396	1,000 00	67 60	–	1 86	170 00	44 64	200 00	–	50 00	30 00	–
Norridgewock,	1,900	449,743	1,140 00	–	–	1 81	237 10	–	–	–	–	52 00	1
Palmyra,	1,597	232,731	960 00	1 60	–	1 58	134 21	69 79	200 00	–	25 00	40 00	–
Pittsfield,	1,495	470,495	950 00	53 00	–	1 65	200 45	–	–	–	–	38 00	–
Ripley,	656	75,794	400 00	6 40	–	1 60	97 24	32 43	10 00	–	–	10 50	–
St. Albans,	1,808	281,044	1,084 80	–	–	1 18	117 00	70 00	50 00	–	–	45 18	1
Solon,	1,345	245,306	804 50	2 50	–	1 58	211 30	50 00	100 00	–	–	30 00	1
Skowhegan,	2,268	664,230	2,200 00	839 20	–	1 66	523 57	–	–	–	–	92 75	–
Smithfield,	793	112,390	476 00	20	–	1 61	105 84	–	87 50	–	–	16 00	–
Starks,	1,341	261,430	804 60	–	–	1 75	183 25	–	32 00	–	79 12	34 00	–
Dead River pl.,	–	–	80 00	30 00	–	1 77	17 00	–	50 00	–	16 00	–	–
Flag Staff pl.,	–	–	–	–	–	–	76 00	10 40	–	–	–	–	–
Moose River pl.,	–	–	42 00	–	–	1 10	17 14	–	–	–	28 86	–	–
West Forks pl.,	165	–	–	–	–	–	9 00	73 90	–	–	–	–	–
The Forks,	165	–	37 50	–	61 40	50	26 93	–	–	–	–	–	–
No. 1, R. 2, W. K. R.,	161	6,500	50 00	–	46 60	69	26 00	–	20 00	–	–	–	–
No. 1, R. 3, E. K. R.,	227	13,000	–	–	–	–	80 48	–	10 00	–	–	–	–
No. 1, R. 4, E. K. R.,	–	10,780	–	–	–	–	–	–	–	–	–	–	–
No. 2, R. 2,	138	3,000	75 00	–	7 80	1 36	15 33	–	–	–	–	2 50	–

WALDO COUNTY.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Belfast,	5,520	1,802,307	–	–	–	–	813 41	–	–	–	–	–	–
Belmont,	686	93,216	411 60	–	–	1 76	95 35	–	75 00	150 00	–	15 00	–
Brooks,	988	158,278	625 00	32 20	–	1 69	148 00	–	30 00	–	13 00	18 00	–
Burnham,	857	129,654	350 00	–	164 20	90	156 70	–	25 00	–	–	11 99	–
Frankfort,	2,143	338,193	1,200 00	–	85 80	1 33	311 53	–	37 00	–	105 00	39 72	2
Freedom,	849	159,284	569 00	59 60	–	2 28	107 68	–	–	–	–	16 20	–
Islesborough,	1,276	148,271	765 60	–	–	1 57	186 99	–	–	–	150 00	6 00	–
Jackson,	827	162,849	600 00	103 80	–	1 93	127 53	–	30 00	–	–	24 50	–
Knox,	1,074	189,421	645 00	60	–	1 61	200 00	–	25 00	50 00	–	17 50	–
Liberty,	1,095	135,149	654 00	–	3 00	1 65	160 00	–	50 00	–	–	6 00	1
Lincolnville,	2,075	396,781	1,245 00	–	–	1 36	324 25	–	–	–	–	25 00	–
Monroe,	1,703	234,686	1,300 00	278 20	–	2 05	252 81	–	150 00	–	–	8 75	1
Montville,	1,685	357,652	1,011 00	–	–	1 68	225 00	–	125 00	–	95 00	30 00	–
Morrill,	629	100,540	377 40	–	–	1 64	82 65	–	15 00	–	25 00	20 00	–
Northport,	1,178	188,150	706 80	–	–	1 88	161 67	–	250 00	200 00	–	25 00	–
Palermo,	1,372	184,394	600 00	223 20	–	1 20	180 68	–	–	–	–	10 00	–
Prospect,	1,005	139,980	603 00	–	–	1 55	114 19	–	14 00	–	35 00	19 00	1
Searsmont,	1,657	264,813	994 20	–	–	1 58	230 10	–	30 00	–	–	30 25	–
Searsport,	2,533	797,601	2,000 00	480 20	–	2 08	350 29	–	500 00	430 00	–	96 00	3
Stockton,	1,595	425,769	1,200 00	243 00	–	1 65	272 64	–	300 00	–	–	58 50	2
Swanville,	914	116,691	–	–	–	–	157 07	–	–	–	–	–	–
Thorndike,	958	186,728	620 00	45 20	–	1 77	147 73	30 00	50 00	–	–	25 00	–
Troy,	1,403	226,859	850 00	8 20	–	1 49	215 41	–	40 00	–	25 00	19 30	–
Unity,	1,320	297,564	850 00	58 00	–	1 95	85 00	–	100 00	20 00	–	40 00	1
Waldo,	726	120,705	450 00	14 40	–	1 57	112 57	–	68 00	–	14 00	15 00	–
Winterport,	–	–	1,500 00	72 00	–	1 72	366 51	–	100 00	–	–	45 00	1

WASHINGTON COUNTY.

Addison,	1,272	217,379	775 00	29 80	–	1 55	192 60	–	15 00	–	50 50	6 75	–
Alexander,	445	54,154	267 00	–	–	1 34	75 92	57 83	–	–	–	21 00	–
Baileyville,	363	50,624	225 00	7 20	–	1 65	50 86	–	–	–	–	9 00	–
Baring,	409	60,985	250 00	4 60	–	2 01	64 00	57 00	20 00	40 00	–	6 00	1
Beddington,	144	27,022	84 60	–	1 80	1 24	25 00	72 00	6 50	–	15 00	9 00	–
Calais,	5,621	1,170,338	3,600 00	227 40	–	1 62	829 49	130 00	450 00	150 00	500 00	50 00	3
Centerville,	191	38,556	115 00	40	–	1 34	32 16	59 22	10 00	–	–	5 00	–
Charlotte,	611	70,458	366 60	–	–	1 48	92 00	50 00	–	–	–	10 00	–
Cherryfield,	1,755	355,457	1,053 00	–	–	1 49	283 11	9 00	–	–	–	41 00	1
Columbia,	1,265	249,244	730 00	–	29 00	1 40	197 09	138 99	14 00	–	–	9 00	–
Cooper,	468	39,272	276 00	–	4 80	1 58	71 43	–	–	–	–	18 25	–
Crawford,	273	28,873	200 00	32 20	–	1 64	48 25	–	–	–	–	9 75	–
Cutler,	890	83,000	350 00	–	184 00	78	167 54	112 00	15 00	–	–	3 00	1
Danforth,	283	5,000	200 00	30 20	–	1 56	45 63	36 00	–	–	–	4 00	–
Deblois,	131	16,086	291 00	–	–	–	19 45	–	–	–	–	–	–
Dennysville,	485	149,586	291 00	–	–	1 60	80 41	47 16	–	–	24 00	5 00	1
East Machias,	2,181	481,877	1,010 00	–	298 60	1 13	333 60	–	–	–	–	35 00	3
Eastport,	3,850	897,898	3,600 00	1,290 00	–	2 18	624 55	–	–	–	–	25 00	1
Edmunds,	445	80,204	163 60	–	103 40	84	71 73	132 96	–	–	–	15 00	–
Harrington,	1,130	247,133	678 00	–	–	1 47	163 43	–	40 00	–	38 00	22 00	1
Jonesborough,	518	61,074	280 00	–	20 80	1 38	78 90	–	–	–	–	1 50	–
Jonesport,	1,147	105,753	588 00	–	80	1 33	142 00	–	–	–	–	–	–
Lubec,	2,555	257,739	1,607 00	74 00	–	1 56	336 59	–	25 00	–	–	25 00	–
Machias,	2,257	670,769	2,000 00	645 80	–	2 25	349 00	–	–	–	–	50 00	1
Machiasport,	1,502	155,939	910 00	8 80	–	1 61	204 99	–	–	–	–	–	–
Marion,	204	33,720	122 40	–	–	1 63	29 00	–	–	–	–	–	–
Marshfield,	328	60,320	220 00	23 20	–	1 28	51 96	–	–	–	–	7 00	1
Meddybemps,	297	24,458	190 00	11 80	–	1 75	39 32	–	–	–	–	–	–
Milbridge,	1,282	206,359	800 00	30 80	–	1 37	221 02	–	30 00	–	–	35 00	–
Northfield,	261	41,450	150 00	–	6 60	1 36	45 25	23 00	–	–	–	2 00	4
Pembroke,	2,203	304,087	1,383 60	61 80	–	1 31	384 45	132 97	260 00	70 00	–	30 00	3
Perry,	1,195	187,126	720 00	3 00	–	1 26	207 93	163 71	–	–	–	27 00	–
Princeton,	626	115,956	700 00	324 40	–	2 40	103 97	35 80	15 00	–	–	21 00	1
Robbinston,	1,113	124,632	670 00	2 20	–	1 41	177 27	50 00	50 00	–	20 00	20 00	–
Steuben,	1,191	161,677	714 60	–	–	1 47	179 88	–	–	–	–	10 00	–
Topsfield,	444	85,595	266 40	–	–	1 35	72 56	118 00	–	–	–	11 75	–
Trescott,	715	51,969	429 00	–	–	1 27	106 22	–	–	–	–	12 60	–

WASHINGTON COUNTY, (Continued.)

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Wesley,	343	36,202	225 00	19 20	–	1 50	55 35	78 00	–	–	–	7 50	1
Whiting,	475	64,461	300 00	15 00	–	1 61	68 44	85 00	–	–	6 00	6 00	1
Whitneyville,	581	87,023	351 00	2 40	–	1 40	100 61	–	–	–	–	10 00	1
Codyville pl.,	63	–	57 00	19 20	–	2 19	10 85	–	–	–	–	1 00	1
Jackson Brook pl.,	93	–	87 00	31 20	–	2 17	87 00	14 50	13 50	–	–	4 00	2
Talmadge pl.,	96	16,000	75 00	27 40	–	2 27	71 11	–	–	–	–	–	–
Waite pl.,	95	9,000	95 00	38 00	–	2 32	38 32	10 50	–	–	–	–	–
No. 7, R. 2,	97	12,000	136 00	77 80	–	2 34	26 00	117 00	–	–	–	2 00	–
No. 9, R. 4,	69	–	75 00	33 60	–	2 88	48 00	10 00	–	–	–	4 00	2
No. 14,	220	5,700	130 00	–	2 00	1 73	83 53	–	–	–	–	–	–
No. 18,	7	–	45 00	40 80	–	2 37	3 75	–	–	–	–	–	–
No. 21,	85	–	26 00	–	25 00	51	18 56	–	–	–	–	–	1
No. 31,	35	–	–	–	–	–	6 36	–	–	–	–	–	–
YORK COUNTY.													
Acton,	1,218	277,816	730 80	–	–	1 71	162 31	30 08	212 70	200 00	–	30 08	–
Alfred,	1,255	381,024	1,000 00	247 00	–	2 10	184 00	–	200 00	–	–	50 00	1
Berwick,	2,115	483,447	1,300 00	31 00	–	1 49	286 00	–	300 00	300 00	–	60 00	–
Biddeford,	9,350	4,593,047	6,300 00	690 00	–	2 33	916 25	–	–	–	–	200 00	1
Buxton,	2,853	686,353	1,800 60	88 20	–	1 82	344 80	–	150 00	50 00	20 00	81 25	1
Cornish,	1,153	268,405	691 80	–	–	1 41	168 29	–	–	–	–	20 00	1
Dayton,	701	199,478	500 00	79 40	–	2 17	90 88	–	–	–	–	15 00	–
Eliot,	1,768	460,438	1,060 80	–	–	1 61	250 20	–	25 00	–	–	40 00	–
Hollis,	1,683	348,599	1,100 00	–	–	1 81	245 71	–	60 00	–	–	35 00	1
Kennebunk,	2,080	1,559,802	1,625 00	17 00	–	1 65	382 21	–	700 00	125 00	26 00	41 50	2

Kennebunkport,	2,668	890,229	2,000 00	399 20	–	2 16	364 64	–	32 00	–	–	55 21	1
Kittery,	2,975	363,327	2,000 00	215 00	–	2 10	450 00	–	–	–	–	75 00	2
Lebanon,	2,039	489,674	1,320 00	96 60	–	1 51	310 00	–	300 00	60 00	50 00	58 00	–
Limerick,	1,441	282,339	000 00	35 40	–	1 75	191 48	–	450 00	–	–	34 00	1
Limington,	2,004	468,228	1,203 00	60	–	1 76	271 51	–	–	–	–	60 38	–
Lyman,	1,307	260,853	784 00	–	–	1 69	169 57	–	–	–	–	32 50	–
Newfield,	1,359	252,839	814 80	–	–	1 68	185 87	–	150 00	30 00	–	42 00	–
North Berwick,	1,492	398,112	1,000 00	104 80	–	1 70	220 65	–	100 00	–	–	27 50	–
Parsonsfield,	2,125	551,465	1,400 00	125 00	–	1 84	292 08	68 00	300 00	40 00	–	60 00	–
Saco,	6,226	2,991,564	5,500 00	1,764 40	–	2 81	726 28	–	–	–	–	200 00	1
Shapleigh,	1,273	216,372	763 80	–	–	1 60	182 13	50 00	120 50	–	–	45 74	–
Sanford,	2,222	447,061	1,500 00	166 80	–	1 95	312 28	–	300 00	–	20 00	63 75	1
South Berwick,	2,624	676,387	2,000 00	425 60	–	2 10	365 39	–	700 00	–	100 00	130 00	1
Waterborough,	1,825	286,440	1,100 00	5 00	–	1 47	279 62	–	214 00	100 00	174 00	62 75	–
Wells,	2,878	591,001	1,800 00	73 20	–	1 78	391 56	–	250 00	–	–	96 98	–
York,	2,825	702,218	1,795 00	100 00	–	2 11	396 42	–	–	–	–	30 00	1

SUMMARY OF TABLE I.

Counties.	Number of children in town between the ages of 4 and 21 years.	Whole No. registered in summer schools.	Average No. attending summer schools.	Whole No. registered in winter schools.	Average No. attending winter schools.	No. in winter schools who did not attend in summer.	Av. length of summer schools in weeks.	Av length of winter schools in weeks.	No. of school districts.	No. parts of districts.	No. of school houses.	No. in good condition.	No. of school houses built last year.	Cost of school houses built last year.	Expended for repairs, fuel, &c.	No. of male teachers employed in summer.	No. of male teachers employed in winter.	No. of female teachers employed in summer.	No. of female teachers employed in winter.	Av. wages of male teachers per month, exclusive of board.	Av. wages of female teachers per week, exclusive of board.	Av. cost of teacher's board per week.	Av. age of teachers.
Androscoggin,	10,413	6,307	4,894	6,939	5,502	882	9.9	10.4	189	21	192	108	7	7,756 00	2,692 00	4	115	185	76	19 13	2 17	1 59	22
Aroostook,	8,994	3,794	2,834	2,906	2,100	500	10.4	11.5	201	19	126	68	18	5,110 00	593 71	2	37	148	69	17 74	3 11	1 41	23
Cumberland,	28,505	15,347	11,471	4,922	12,732	1,130	10.2	19.8	333	31	325	170	4	72,984 00	12686 95	25	223	376	181	25 21	2 31	1 74	24
Franklin	7,086	4,507	3,719	5,483	4,472	1,252	8,8	8.5	217	32	204	94	1	-	2,059 44	3	113	159	85	18 34	1 66	1 19	22
Hancock,	16,013	8,954	6,846	9,527	7,154	1,601	10.2	8.2	296	11	284	157	2	1,201 00	2,950 66	4	178	295	92	21 62	2 26	1 52	24
Kennebec,	19,196	10,469	8,334	12,055	9,758	1,994	9 8	10.0	343	15	367	223	4	1,650 00	3,419 25	7	175	347	206	23 50	2 08	1 52	22
Knox,	12,091	6,887	7,391	8,287	6,596	1,378	10.2	10.0	150	11	166	75	-	-	2,723 00	12	132	177	66	28 05	2 27	1 70	24
Lincoln,	10,805	6,424	4,223	6,644	5,134	1,009	10.5	9.7	191	9	182	100	6	3,950 00	1,314 57	5	151	175	33	23 04	2 12	1 89	23
Oxford,	13,152	7,872	6,140	9,197	7,518	1,976	9.5	9.8	375	45	355	159	3	1,425 00	1,686 08	2	211	388	129	19 66	1 92	1 14	22
Penobscot,	27,263	16,819	12,758	16,763	12,703	2,671	11.0	10.9	398	33	421	276	10	4,152 00	7,661 14	20	166	480	282	26 80	2 59	1 71	24
Piscataquis,	5,762	3,626	2,729	3,416	2,715	683	9.0	9.8	153	15	140	68	4	1,500 00	816 20	-	49	144	96	21 01	1 91	1 34	22
Sagadahoc,	6,013	4,052	3,507	5,100	3,853	868	11.1	10.6	96	3	112	67	-	-	2,886 57	4	68	114	49	27 64	2 17	2 04	24
Somerset,	13,879	7,080	6,007	9,011	7,333	2,089	9.3	9.2	359	58	327	150	3	1,250 00	2,025 88	-	121	278	184	23 33	2 11	1 37	22
Waldo,	14,769	8,519	6,386	10,010	7,889	2,008	10.0	9.5	253	40	264	137	4	2,837 00	1,682 87	3	175	242	75	23 82	1 90	1 53	23
Washington,	17,664	10,167	7,385	9,306	6,681	1,313	12.7	12.4	227	19	226	124	8	5,400 00	2,512 84	26	108	244	106	27 28	2 20	1 63	24
York,	21,644	11,126	8,799	12,650	9,692	1,735	11.3	11.1	340	23	344	212	5	2,170 00	3,476 69	20	231	336	115	21 57	2 29	1 65	23
	235249	133150	102923	132306	111892	23088	10.2	10.1	4120	374	4035	2188	77	111385 00	61167 80	137	2274	4088	6846	23 29	2 13	1 56	23

NOTE.—In footing up the town returns for the county summaries, the [redacted]wn returns of the last year were taken, in cases where no returns have been made this year.

SUMMARY OF TABLE II.

Towns.	Population in 1860.	Valuation in 1860.	School money raised in 1864.	More than law requires.	Less than law requires.	Amount raised per scholar.	Amount drawn from State funds.	Amount derived from local funds.	Am't paid for tuition in private schools, academies, &c., within the State.	Am't paid for tuition out of the State.	Am't raised to prolong public schools.	Am't paid for school supervision.	No. districts in which schools are graded.
Androscoggin, .	29,734	8,230,829	22,469 60	601 80	–	1 94	3,955 81	164 80	355 00	325 00	716 00	959 03	10
Aroostook, . .	22,449	1,856,237	9,499 80	757 80	531 20	1 40	4,389 02	787 85	190 35	–	494 28	276 01	3
Cumberland, . .	75,008	36,361,035	64,901 40	1,960 20	150 40	1 68	10,443 00	1,435 88	2,613 25	370 00	1,989 25	1,071 18	16
Franklin, . .	20,574	4,285,843	12,207 92	294 30	586 80	1 43	2,536 53	775 03	2,374 10	300 00	648 66	539 10	6
Hancock, . .	37,728	6,520,694	26,160 65	2,886 60	203 80	1 50	6,147 50	1,156 20	3,073 90	1,240 00	674 92	1,009 55	10
Kennebec, . .	55,660	15,273,355	40,037 80	6,644 20	12 40	1 91	7,321 00	261 60	4,374 19	596 00	820 00	1,482 44	13
Knox, . . .	33,122	9,212,824	21,971 80	2,399 40	164 40	1 70	4,755 55	3,180 72	4,695 00	3,860 00	1,178 00	648 90	6
Lincoln, . . .	27,866	6,184,441	16,955 70	619 40	73 20	1 56	4,090 31	–	1,233 32	268 00	832 20	487 28	4
Oxford, . . .	36,700	7,834,162	22,121 14	745 60	483 00	1 74	5,205 92	1,284 04	3,121 00	502 00	855 00	944 77	8
Penobscot, . .	72,737	14,524,937	61,858 04	8,579 44	221 40	1 67	10,390 16	3,110 05	2,043 50	69 00	347 00	1,291 00	76
Piscataquis, . .	15,054	2,705,228	6,900 20	271 80	148 20	1 48	2,195 88	969 66	982 50	–	103 70	348 00	11
Sagadahoc, . .	21,685	10,054,434	18,682 80	5,099 60	129 40	2 04	2,891 24	539 89	1,031 00	1,085 00	406 60	806 05	21
Somerset, . .	36,547	7,136,994	22,041 80	1,316 70	116 00	1 52	5,047 76	1,321 67	1,393 25	–	417 48	903 43	8
Waldo, . . .	38,448	7,773,529	20,127 00	1,618 60	253 00	1 66	5,585 56	39 00	2,014 00	850 00	462 00	622 71	12
Washington, . .	42,555	7,663,945	27,878 80	3,092 20	678 80	1 60	6,776 44	1,740 14	864 00	260 00	1,247 50	591 10	28
York, ...	62,124	19,135,618	41,089 60	4,664 20	–	1 85	8,140 13	148 08	4,554 20	6,980 00	390 00	1,596 69	15
Total, . . .	628,600	164,714,168	426,904 05	41,551 84	3,749 00		*89,872 11	16,906 41	35,076 16	16,725 00	11,643 99	13,577 24	247

* Reported as received by towns in 1863. The amount apportioned by the Treasurer in July, 1864, is $49,506.87.

Report of Legislative Committee on Normal Schools.

The Committee on Education, to whom was referred so much of the Governor's Message as relates to the State Normal School, and who were directed by a vote of the Legislature to visit that Institution, have attended to their duty, and ask leave to submit the following

REPORT:

The undersigned, members of the Committee, went to Farmington on Thursday, February 2, and spent the whole of the following day in witnessing the exercises of the school, in examining the premises, and in making themselves acquainted with the affairs of the Institution generally. They find the location to be a very favorable one; healthful and attractive, and reputed to be in summer one of the most delightful villages in the State. The people in Farmington are characterized by intelligence, industry and temperate habits. It is in all respects a substantial community,—such as a careful parent would regard as especially desirable, as a place in which to intrust a son or daughter.

The building, now nearly completed, is a substantial brick edifice sixty feet long, forty feet wide, and two stories high, with a well proportioned tower. It will be ready for use at the commencement of the spring term. It is a fine structure, and well adapted to the purposes for which it was intended. This, together with the old Academy building now forming a *rear extension*, will be sufficiently large to accommodate three hundred students.

Your Committee found in attendance on the day of their visit, thirty-four students; eighteen others being engaged in the work of teaching,—many of them with marked success. Your Committee witnessed the regular exercises of the school, the teachers kindly arranging to furnish them the best possible opportunity to see and judge for themselves. Although the young gentlemen and ladies of the school were not aware of the scrutiny to which they were to be subjected until they found themselves in the presence of the Committee, they betrayed but little embarrassment, and every recitation was a fine success.

The exercises of the day included examinations in Reading, Spelling, Penmanship, Book-keeping, History, Grammar, Arithmetic, Algebra, Physiology and Latin.

The teachers are *masters* of their work, and, in our judgment, well qualified to discipline and educate the youth who are desirous of

becoming fitted for the important work of teaching in our common schools.

The school was particularly characterized by good order, excellent discipline, thoroughness and faithfulness in teaching, and zeal and promptness on the part of the pupils.

Your Committee were specially gratified with the recitations in Grammar and Arithmetic. These studies were taught almost *exclusively* on the principle of analysis—a principle which we regard as eminently important, and which, in *this* school, was carried to a greater extent that we had before witnessed.

It is expected that at least one hundred scholars will be in attendance at the commencement of the spring term; and as this is a school of great promise—answering the very object for which it was instituted, the Committee take pleasure in asking for this Institution the fostering care of the Legislature. *It is your own school, and one of which you may well be proud!*

We shall confidently look for gradual and marked improvement in our common schools through the instrumentality of this Institution. We shall expect to see a class of teachers go forth, whose influence will be felt throughout the State—a class of teachers, whose system of instruction will be better adapted to the intellectual wants of our youth, than any which has heretofore been taught in our State.

For further particulars with reference to our State Normal School, we would invite particular attention to the Report of the Committee of the Council, and also to the extended Report of the State Superintendent of Schools.

Your Committee would further add, that the moral influence exerted by the teachers was spoken of in the highest terms, and that many of the leading and most influential citizens of the village spoke of the State Normal School in terms of high commendation.

All which is respectfully submitted.

For the Committee,

CORNELIUS STONE,
D. T. RICHARDSON,
H. M. EATON,
W. W. HOBBS,
T. H. McLAIN,
C. BICKFORD.

AUGUSTA, February 7, 1865.

Report of the Committee of the Executive Council on the Normal School.

The undersigned were, in the early part of the year, appointed by the Governor a "Committee on Normal Schools." Feeling that a personal examination of the school already instituted at Farmington was quite essential to a full discharge of our duty, as a Committee, we visited the Institution for that purpose in November last. The term was approaching its close, and several members of the school had left to fulfill their winter engagements as teachers. We found, however, twenty-nine pupils remaining; although the catalogue showed that about sixty had availed themselves of the advantages offered at this first term.

The school had not at that time taken possession of the very convenient and ample building provided for its accommodation by the liberality of the citizens of Farmington. But notwithstanding its lack of accommodations in this respect, it had evidently made a good beginning, not only in point of numbers, but in the course of instruction pursued in a Normal School. The teaching was evidently initiatory,—preparatory to a more full development of the peculiar advantages to be derived from this well-accredited mode of preparing teachers. Still, enough was shown to prove that the work had been well begun, and only needed to be prosecuted with vigor to effect the results so long desired by the friends of the normal school system in this State. The efficient corps of teachers engaged gave good assurance that this result would be reached in a reasonable time.

The Committee occupied the day—a part of them two days—in their observations; and at the conclusion felt free to say, in the remarks that were offered, that they were gratified with what they had seen, and expressed an abiding confidence that this new movement for the advancement of our common school system, so long striven for by the friends of education, bids fair to realize their expectations; and also that the people of the State, now that the boon is within their reach, should energetically sustain the measure, and thus put it beyond the reach of failure.

JOHN J. PERRY,
CHARLES HOLDEN,
HIRAM RUGGLES,
} *Committee.*

Augusta, January 1, 1865.

REGISTER

OF THE

WESTERN STATE NORMAL SCHOOL

AT FARMINGTON,

For the four months ending Dec. 30, 1864.

NORMAL COMMITTEE OF EXECUTIVE COUNCIL:

Hon. JOHN J. PERRY of Oxford, *Chairman.*
CHARLES HOLDEN of Cumberland.
HIRAM RUGGLES of Penobscot.

SUPERINTENDENT:

EDWARD P. WESTON, A. M.

INSTRUCTORS:

AMBROSE P. KELSEY, A. M., PRINCIPAL.
GEORGE M. GAGE, } ASSOCIATE TEACHERS.
ANNIE E. JOHNSON, }
WALTER WELLS, A. M., LECTURER.

STUDENTS:

NAME.	P. O. ADDRESS.	COUNTY.
Bixby, Electa W.	Anson,	Somerset.
Clark, Elizabeth S.	Farmington,	Franklin.
Colcord, Martha O.	Portland,	Cumberland.
Curtis, Sarah A.	Mercer,	Somerset.
Davis, Ellen L.	Farmington,	Franklin.
Davis, Julia B.	Farmington,	Franklin.
Dyer, Flora C.	West Freeman,	Franklin.
Dyer, Percia L.	West Freeman,	Franklin.
Eaton, A. Randalah	East Wilton,	Franklin.
Eaton, Mary F.	Farmington,	Franklin.
Evans, M. Augusta	Athens,	Somerset.
Freeman, Emma J.	Manchester,	Kennebec.
Furbush, Helen F.	Farmington,	Franklin.
Goodwin, Mary L.	Dresden,	Lincoln.
Haskell, Belle S.	Livermore,	Androscoggin.
Hayes, Ellen M.	Farmington,	Franklin.
Haynes, Emma J.	Mercer,	Somerset.
Hinkley, Fannie A.	Mercer,	Somerset.
Hopkins, Augusta E.	Farmington,	Franklin.
Hoyt, Helen M.	Farmington,	Franklin.
Jaques, Mary O.	Farmington,	Franklin.
Leland, Ella A.	Farmington,	Franklin.
Lord, Alma H.	Ellsworth,	Hancock.
Lowell, Julia E.	Farmington Falls,	Franklin.
Marvell, Flora A.	Farmington,	Franklin.
Murch, Sarah G.	Ellsworth,	Hancock.
Norton, Matilda M.	Farmington,	Franklin.
Norton, Miranda	Farmington,	Franklin.
Norton, S. Frances	Farmington,	Franklin.
Perkins, Martha T.	Bath,	Sagadahoc.
Rackliff, V. Addie	Industry,	Franklin.
Rolfe, Fanny P.	Biddeford,	York.
Sprague, Dora A.	Farmington,	Franklin.

STUDENTS, (CONTINUED.)

NAME.	P. O. ADDRESS.	COUNTY.
Stanley, Emma	Farmington,	Franklin.
Swan, Olive H.	New Sharon,	Franklin.
Sweet, Lizzie M.	Farmington,	Franklin.
Tarr, Eulalie G.	Farmington,	Franklin.
Thompson, Maryann S.	Kingfield,	Franklin.
Tobey, Susie K.	East Machias,	Washington.
Toothaker, Olivia M.	East Holden,	Penobscot.
Tripp, Flora L.	Farmington,	Franklin.
Tripp, Mary N.	Temple,	Franklin.
Tufts, Louisa H.	Farmington,	Franklin.
Twycross, Lillie	Dresden,	Lincoln.
Tyler, Marcine G.	West Durham,	Cumberland.
Vaughan, Mira Q.	Farmington Falls,	Franklin.
Voter, Clara B.	Farmington,	Franklin.
Walton, Mindwell	Farmington,	Franklin.
Waugh, Addie	Mercer,	Somerset.
Whitney, Columbia F.	Farmington,	Franklin.
Woods, Alice A.	Farmington,	Franklin.
Wyman, Abby R.	Farmington,	Franklin.
Boston, Charles A.	Avon,	Franklin.
Campbell, George G.	Mercer,	Somerset.
Dixon, John	Wilton,	Franklin.
Dixon, Thomas L.	Wilton,	Franklin.
Dudley, Lucien P.	Kingfield,	Franklin.
Dunn, Albert R.	Amity,	Aroostook.
Dyer, Emerson D.	West Freeman,	Franklin.
Ferguson, George A.	Shapleigh,	York.
Ferguson, John F.	Shapleigh,	York.
Franklin, George	Lebanon,	York.
Gerry, Elbridge jr.	Farmington,	Franklin.
Hardy, Edwin H.	Farmington,	Franklin.
Hayes, Mellen	Farmington,	Franklin.
Hinkley, Seth B.	Mercer,	Somerset.
Howard, John	North Livermore,	Androscoggin.
Hutchins, Mark L.	East New Portland,	Somerset.
Morton, Everett E.	Jackson,	Waldo.
Pease, Daniel	Wilton,	Franklin.
Randall, Paul C.	West Harpswell,	Cumberland.
Rogers, John	Windham,	Cumberland.
Rogers, Osgood W.	Windham,	Cumberland.
Sprague, Herbert L.	Farmington,	Franklin.
Titcomb, Hiram	Farmington,	Franklin.

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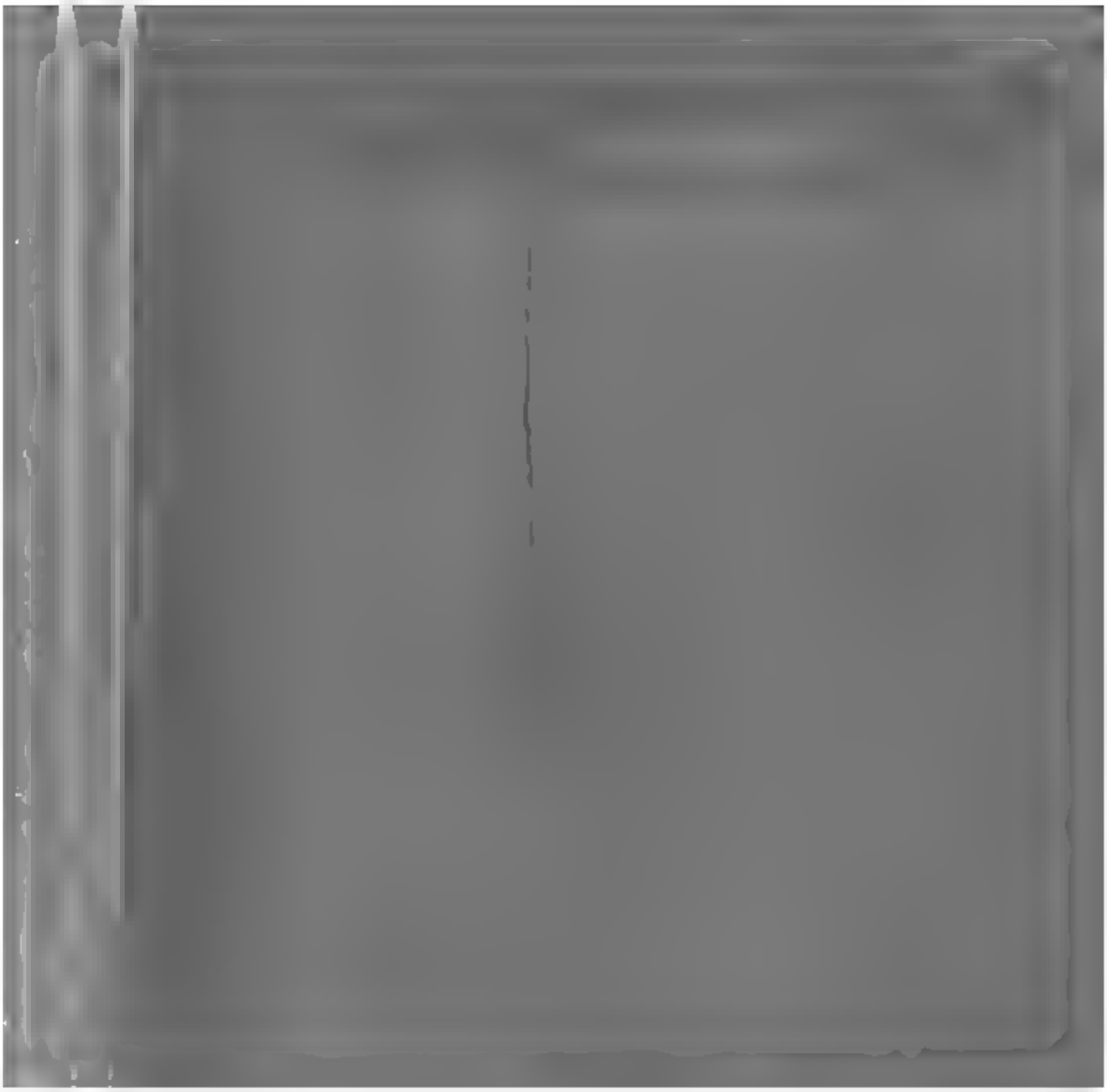

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